

MINUTES
OF
THE COMMITTEE OF COUNCIL
ON EDUCATION;

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS,

1850-51.



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REPORTS ON ELEMENTARY SCHOOLS.

General Report, for the year 1850, on the Schools inspected in the Counties of Wilts and Berks, by Her Majesty's Inspector of Schools, the Rev. HENRY MOSLEY, M.A., F.R.S., &c.

MY LORDS,

THE number of children between the ages of 5 and 15 (or 4 and 14) in the counties of Wilts and Berks, by the census of 1841, was 99,650. If these numbers be supposed not to have increased during the last ten years, and if the children of the poor in these agricultural counties be supposed to bear to the rest, the same proportion which the number of agricultural labourers in England above 20 years of age bears to the number of farmers, they will the number of such children be 78,554.* What provision there is made for the education of these labourers' children is chiefly in National schools.

The number of children labourers in Wilts and Berks.

The number of such schools was, in the year 1846-7, in Wilts 408, and in Berks 274;† and the number of children attending them was, in Wilts 19,089, and in Berks 12,854, or in the two counties 31,943. So that the number of labourers' children not attending any school‡ may be presumed to be not less than 46,611; that is to say, only 1 in 2·459, or about 7 in 17 of the children of the labouring classes who are of an age to go to school (from 4 to 14), do go to school (*i. e.*, to church schools). Of the entire population of the two counties, the proportion attending church day-schools appears by the "Inquiry of the National Society" before quoted, to have been in 1846-7, in Wilts, 1 in 13½, and in Berks 1 in 13.

Of the 682 National schools in these two counties, 93 have been aided by public grants, and are therefore liable to inspection,

* In the year 1841 the farmers and graziers in England numbered 194,596, and they employed 724,625 agricultural labourers, being at the rate of 3·72 each.

† General Inquiry made by the National Society during the years 1846-7. London, 1849.

‡ I am very sensible of the uncertainty which, in the present state of our information, attaches to computations of this kind; and it is with great satisfaction that I have learned it to be the intention of the Registrar-General to include some of the statistics of education in the approaching census. The necessity of further data to accuracy and precision, in computations such as I have attempted in the text, is obvious.

Number of schools in which pupil-teachers have been appointed.

and 17 others have invited it. In 54, pupil-teachers have been appointed, numbering in the whole 84, and 21, are taught by certificated teachers.

I devoted part of the month of May, and the months of October, November, and December, to the inspection of these schools; but my labours were confined to those which are taught by certificated teachers, or in which there are pupil-teachers or candidates for the office of pupil-teachers. The rest of my time has been occupied in the inspection of Training Schools, of the Dockyard schools, and the Royal Naval Schools at Greenwich Hospital, and in the examination of candidates for certificates.

Statistics of schools examined.

I have appended a special report on each of the elementary schools which I have thus inspected (Appendix A). There were present in 48 of these schools, at the examinations, 3,422 children. They could have accommodated 7,730 children. They were, therefore, less than half full. Their ages were in the following proportions:—

NUMBER PL. CENT.

AGE IN YEARS.

Not above 7	8	9	10	11	12	13	Above 14
41.05	13.17	12.64	10.81	8.65	4.17	..	1..

Increase in the number of children attending the schools.

The number of children who had left them during the twelve months preceding my examination was 1,488, and the number who had been admitted to them 1,853, so that the aggregate number of children attending them had increased by 365, being at the rate of 24 per. cent. I attribute this increase to the greater popularity of the schools, growing out of the increased facilities they afford for the education of the children, and chiefly from the labours of the pupil-teachers. In the schools where pupil-teachers are employed, the monitorial system has generally been given up. Many of these pupil-teachers are entitled now to rank as assistant masters and mistresses, and most effectual assistance is rendered by them in the teaching of the children, particularly of the lower classes, heretofore much neglected. A large proportion of them manifest an interest in the work of the teacher, and may be considered to be well adapted to it. They have been selected as the promising children of their respective schools, are generally of fair abilities, and have made good progress in their learning, according to the course prescribed in your Lordships' schedule.

The pupil-teachers.

Having made special inquiries from the clergy, and other friends and supporters of the schools, as to their conduct, I have great satisfaction in reporting the favourable accounts that I have received. I believe that there is no other class of persons of that

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age, whose conduct, subjected to the like careful observation and scrutiny, would be found more entirely free from blame. The schools in which pupil-teachers have been appointed are generally schools fortunate in the supervision of active and zealous clergymen; and I cannot convey in adequate terms the sense I entertain of the importance of this fact. I believe that the success which has up to this period characterized the working of the pupil-teacher system is mainly to be attributed to it. In respect to three pupil-teachers, of whom unfavourable reports were made to me last year, and whom I admonished thereon, all grounds of complaint have been removed. One having been offered a situation as schoolmistress, and thought competent to it, her indentures have been given up; another has obtained a Queen's scholarship; the indentures of a third have been cancelled on the ground of ill health; and those of two others by reason of inattention to their studies.

Where there is an infant school, I have not unfrequently found a pupil-teacher from the girls' school to be occasionally employed in it, and this arrangement has appeared to me a very judicious one. It is important that the female teachers should have experience in the teaching of infants. The infant school affords them moreover more practice in oral teaching, and accustoms them to put what they have to say under simpler forms of expression than are usually required in the school for elder children. I must further add, that the system of the infants' school has always appeared to me a fragment of a better system than is adapted to it in the National school, and that the mistress of the infant school, although not so good a scholar as the mistress of the girls' school, is often a better teacher. Where there is an infant school, all the pupil-teachers in the girls' school should, for these reasons, at some period of their apprenticeship labour in it; and conversely, pupil-teachers apprenticed in the infants' school, if there be any, should labour, for a time, in the girls' school, the two changing places. In cases where the infants' schoolmistress may not have scholarship enough to instruct pupil-teachers, where nevertheless her school is efficiently conducted, the infants might be counted with the girls' school in estimating the number of pupil-teachers to be allowed to the school; and the mistress of the girls' school undertaking their instruction in school learning, such a portion of her gratuity as the managers should judge fit, might be assigned to the mistress of the infant school for training them as teachers. I am glad to find that there is nothing in your Lordships' Minutes which opposes any impediment to arrangements of this kind, and that they have in some instances received your sanction.

It has often been a matter of regret with me that in village schools, which are fortunate in the supervision of active and zealous clergymen, among which are the best schools that I have ever examined, it is impossible, by reason of the comparatively

The employment of pupil-teachers in infant-schools.

Village schools sometimes very eligible for the training of

pupil-
teachers, i
which none,
or but few,
can be ap-
pointed, by
reason of the
small
number of
scholars.

small number of children who can attend such schools, to appoint (except in a few rare cases) more than one, or at most two pupil-teachers. There are often scholars in such schools who, by reason of the great care bestowed upon them, are very superior to the class of candidates who present themselves in the larger town schools; and nothing is more favourable to the training of a pupil-teacher, than the opportunity for supervision which such a school gives, and the leisure which a small parish allows to the clergyman, when, as in the case I have supposed, he is desirous of devoting it to promote education in his parish. It would, moreover, assist him in maintaining a good teacher in the school—which must mainly be done at his own cost, if he could add to the teacher's salary the allowance made for teaching more than one pupil-teacher, without much increasing his labour.

Supernu-
merary pupil-
teachers
might be
appointed in
such schools
without
stipends, to
have their
indentures
transferred
to other
schools if
needed.

In accordance with these views, it has been suggested by the Hon. and Rev. S. Best, whose excellent school at Abbot's Ann has often been brought under your Lordships' notice in the Reports of your Inspectors, that, in such schools, promising candidates for the office of the pupil-teacher should be encouraged to remain, with the view of their being apprenticed in other schools less favourably situated, and where (as is often the case in manufacturing districts) it may have been found impossible to provide eligible candidates for that office; and that although no stipend could be paid to such aspirants to the office of pupil-teacher, yet that the master should receive a gratuity for instructing them. For the carrying out of such a plan it would probably be expedient to apprentice them in the first instance as unpaid and supernumerary pupil-teachers, and then to transfer their indentures to the schools in which they are to be permanently employed. The plan of thus bringing a pupil-teacher from a distance has been tried in several instances in my district with success, the Government allowance being, after the first year, quite sufficient for his support; and his residence in the master's house being an advantage, as well to himself as to the school. If the regulation were made, I have little doubt that schools of good repute would have numerous applications for such pupil-teachers, and that it would be the means of introducing them into many schools, where they will be so, without some such expedient as this, in finding their way. There would obviously be an economy of your Lordships' grants in the maintenance of some portion of your pupil-teachers during the earlier and less useful years of their apprenticeship, otherwise than at the public expense.

Night
schools.

In several instances my attention has been directed to the subject of night schools. I have, in some cases, found them taught by the clergyman, assisted by the schoolmaster, and in others by the schoolmaster alone; and in many instances I have been told of the great good which might be done if such schools could be maintained. I confess that it has always appeared to me unrea-

sonable to require of the schoolmaster this labour. I believe that, in a majority of cases, it would be prejudicial to his health, and that, in all, it would seriously impair his usefulness in his school. I would, however, submit to your Lordships, whether it might not be possible to encourage the establishment of night schools by giving annually small gratuities to the masters of such schools, whose competence had been ascertained by examination of Her Majesty's Inspectors, whose characters were attested by the clergy, and whose schools were conducted under their supervision. Such gratuities might be graduated according to the number of scholars, and consequent upon an annual inspection of their schools. The teachers of such night schools, who might be registered as such, would probably be for the most part, small tradesmen, or intelligent and well-conducted workmen.

Gratuities might be allowed to masters of night schools upon examination.

The expedient appears to offer a means which, if judiciously employed, might promote morality and religion, and diffuse knowledge and intelligence extensively among the labouring classes.

There is in every school a class of children whose tendency it is to *gravitate* to its lowest classes, and to remain there; to raise them would be a severe task on the master's patience or his industry, and in some cases, beyond his ability to do so. He has, moreover, the less reason to bestir himself in the matter, as it is the part of his school of which nobody takes notice. It is in respect to this mass, making from month to month no progress in the school, remaining perpetually near the bottom, that it principally *changes* its occupants. The more forward and promising children *remain*; their parents are commonly the best to do in the world, and there is the more reason to keep them at school as they are getting on well with their learning; besides, they are the most useful monitors, and the utmost influence of the master, and sometimes of the clergyman, is used to retain them. But the mass of which I speak, representing the dulness and ignorance of the little community (composed, for the most part, of children whose parents are the poorest, and among whom education is in the lowest estimation), is in a state of perpetual change, often unobserved by the managers, and seen perhaps without regret by the master, relieving him, as it does from time to time, of the heaviest portion of his responsibilities. With a view to direct the attention of the clergy and school committees more particularly to this class of children, I drew up and published in the Appendix to my Report on the schools of the Midland District for 1846, the form of a register book, having columns for recording the date of a child's admission to each successive class of the school, and thus affording to the promoters of the school the means of judging of the child's progress through it.* I am convinced that

A number of children generally remain stationary in the lower classes of a school.

It is in respect to these children that the school principally changes its occupants.

Register-books to show the circulation of a school.

* Register Books according to this form have been published by Messrs. Longman. They have been adopted at the model school at St. Mark's College.

the instruction of this class of children, now, the most neglected in the school, is its most important function, and that if it be attended to, no other useful object will suffer by that attention.*

Average
time of a
child's con-
tinuing at
school.

The average daily attendance at these 48 schools, as stated by the managers, is 4,038, and 1,488 children have ceased to attend them during the last year. If this be the proportion which leave in other years, it will follow that the schools completely change their occupants on an average every two years and three-quarters—that being the average time of a child's attendance at school.†

The attend-
ance of
school
children at
church.

The following observations of the Rev. Frederick Wade of Kids Grove, in Staffordshire,‡ appear to me to be founded on, so sound a view of the relation of the poor to the Church, that I am desirous to give to them what additional currency I am able in the pages of my Report.

"It has often occurred to my mind," says that gentleman, "that we have not taken the most judicious way to *attach the feelings of our children to the Church*. We send them in a body to church, to remain for it all two hours in perhaps the darkest and most comfortless part of the building, where they may be most out of observation, or have least the power of disturbing the congregation; and, in addition, we often place them under the care of teachers in whom they feel no interest. This treatment has, I fear, been regarded by the children more as a species of punishment, against which they felt disposed to rebel, than as a means designed for their spiritual improvement. No wonder then that our services have become wearisome to many of our children, and that their early attendance in the house of God has been surrounded with so few agreeable associations. Can we feel surprise that many of our children have seized the first opportunity to emancipate themselves from a service which could not have proved otherwise than irksome to them? Again, it has often occurred to my mind that our present system has worked very injuriously by contributing to weaken the bonds which ought to subsist between parents and children; it has tended to sever them, not only in the Sunday school, but likewise at divine worship. We have thus too much encouraged parents to neglect their proper duties, to bring their children up in the nurture and admonition of the Lord; and we have, to the detriment of the children, imposed upon ourselves a heavy burden, by taking charge of them both in school and church. From the former I fear there

* I speak in this matter from experience. As Inspector of the Royal Naval Schools at Greenwich Hospital, I receive, twice a year, returns including the particulars referred to in the text. Very important results have followed, from the attention which the masters have thus been induced to give to them.

† It is impossible, I think, to account for the lowness of this average by supposing the children go from one school to another, because mine is an agricultural district, in which the population is stationary, and where the choice of a second school is seldom afforded.

‡ Copied from the National Society's Monthly Paper for October 1850.

is no hope of our being released by the parents undertaking the duty of instruction upon themselves, or by bringing their children to be catechised; but from the care of the children in the church I think we may, in a great measure, be relieved; at least, I have for some time been making the attempt, and with complete success. The sittings in my church are all free and unappropriated, holding generally 11 persons. I had a small division, in the shape of an elbow, put into each; and then I gave public notice that I would apportion or lend sittings to each family applying, making it as a condition that the parents themselves should attend and take charge of their own children, and stipulating that the seats should not be reserved if the occupants were not at church in proper time. This movement has given the greatest satisfaction; the sittings are nearly all disposed of, and the only difficulty now likely to present itself is the crowded state of the church."

Another regulation in the schools of this enlightened friend of education, conceived in the same spirit as the last, is to have the public examinations of the children of his school not in the morning, as is customary, but in the evening, when the parents of the children can attend.

It is one of the demerits of the voluntary system, that whatever is done for the children of a school must have its reference also to the subscribers. It is difficult otherwise to account for their being separated from their parents in church, and arranged in groups on either side of the organ, or for their being publicly examined at an hour when none but the subscribers can attend.

Considering how great are the advantages resulting from the appointment of pupil-teachers in a school, I cannot but record it as a remarkable fact that, out of 682 National schools in my district, there should be only 84 in which pupil-teachers have been appointed.

Comparative small number of schools in which pupil-teachers have been appointed.

There can be no more positive evidence afforded, either on the one hand, of the indifference of those in whose hands the schools are left to their welfare, or, on the other, of their inability to provide for them competent teachers. As indifference to the cause of education cannot, in the present day, be attributed to any considerable or important section of the community, and least of all to the clergy, I am compelled to adopt the other conclusion, and to suppose the poverty of schools, supported, as they are, by voluntary contributions, to be such, that teachers cannot be provided for them possessed of those attainments, however low their standard, which would entitle them to have pupil-teachers apprenticed to them.

The returns to the General Inquiry of the National Society, in 1846-7, afford, indeed, conclusive evidence of this. The total annual sum paid to the teachers of day and Sunday schools as

Average salaries of teachers of National schools in Wilts and Berks.

* The summary of the returns does not show what portion of this sum is paid to the teachers of Sunday schools, nor does it show the number of teachers of day schools, as distinguished from the number of paid teachers of Sunday schools.

stipends, appears by these returns to be 11,631*l.* in Wilts, and 6,427*l.* in Berks; and there are 408 day-schools in the former county and 274 in the latter, whence it may be calculated, that if the whole of these stipends were paid to the day-school teachers alone, the average stipend of a teacher of a day-school in Wilts would be 28*l.*, and in Berks 23*l.* 10*s.*

The returns from schools which I have myself inspected in these counties, give an aggregate of 2,454*l.* 11*s.* 7*d.* for the salaries of 24 masters, 33 mistresses, and 8 infant-school mistresses; being at the rate of 37*l.* 15*s.* 3*d.* each.

The two last schools, which I happen to have visited, afford, however, an illustration of the low scale on which teachers are remunerated even in schools claiming to be considered superior to the rest, and fortunate in the patronage of the clergy and resident gentry. Both were situated in agricultural districts, and in the neighbourhood of wealthy landed proprietors, who, with the parochial clergy, took an interest in their welfare; and, if anywhere the voluntary system might be expected to provide for the efficient maintenance of a school it would be here. One of these schools was, nevertheless, taught by a trained master and his wife, whose united salaries (with a house) were 40*l.*, and the other by a certificated mistress whose salary (with apartments) was 25*l.*

Character of
the instruction
in such
schools.

Some idea of the character of such schools, and of the kind of education they are giving to the labouring population, may be formed from the following particulars which I recorded carefully in regard to a school which I inspected with reference to an application for the appointment of pupil-teachers. It was a school of considerable reputation in the neighbourhood, being attended by the children of farmers as well as labourers. A judicious selection of books bore testimony to some knowledge of the subject of education on the part of its promoters; and it may be considered, I think, at least an average specimen of the class of schools in agricultural districts, next below that in which we are accustomed to appoint pupil-teachers. The salary of the master and his wife (who taught sewing) was (40*l.* + 10*l.*) 50*l.*; there were 82 children, 4 of whom were above 13 years old, 4 others above 12, and 9 above 11, being more than a usual proportion of big children. They had some knowledge of Scripture, and could repeat the catechism; but of the first class, composed of 11 children, 4 only could write the Belief on their slates correctly, as to the spelling; only 2 had any knowledge, however slight, of geography, and 7 did not know the name of the country in which they live. When told, and asked who governs our country, they were unable to tell, and appeared to attach no definite idea to the inquiry. Six children only out of 82 could read with tolerable ease and correctness in books of general information, and 7 others only could read in the Scriptures. One boy was learning the compound rules in arithmetic, 4 were in division, and 26 in ad-

dition, but not one in the first class could write in figures the number ten thousand and ten, and not one could multiply correctly $3l. 6s. 8d.$ by 6. The children of the second and every lower class were ignorant of the simplest facts in Scripture history, none of them could read correctly a simple sentence, or write in figures the number four hundred and seventy-eight, or tell the product of 4 by 9.

I will not attempt to describe the sort of moral or intellectual life a child may be supposed to lead in such a school the uninteresting and mechanical way in which every thing is taught, the severe means by which discipline is enforced or the obvious and equal distaste manifested for the school by the children, the master and the managers. Nor will I attempt to depict to your Lordships the injury which may be done to children, who, to succeed as men, must be honest, independent, intelligent, self-reliant, and enterprising, when, for six hours of every day for four or five years of their lives, they are subjected to influences such as I have described; or when the idleness enforced in the school is made to give place on the farm to two or three years of bird-keeping, or pig-watching, or tending geese or cattle.

The school which I have described is taught by a master, but the number of schools taught by masters is, in agricultural districts, comparatively small. The majority form a class of schools below these, taught by mistresses, of whom a few only have been educated, the majority being what are called dames'. About three-fourths of the schools in Wilts appear, by the National Society's Returns, to be taught by mistresses, and two-thirds in Berks.* Nor will anybody who knows what is the difficulty of getting a good school, be surprised that rural districts should be thus ill provided with them. The cost of such schools is greater than is generally supposed. Nothing appears to be good in England that is cheap; and to a skilful teacher it is necessary to pay at least as high wages as to a skilful mechanic. Nor will this relation ever probably be altered, however numerous a class of teachers we may create. But the wages of a skilled mechanic range from 50*l.* to 100*l.* a-year. The expense of books, stationery, repairs, furniture, apparatus, and fuel in a school, will not, I believe, on the average, be found to be more than paid for by the school fees†. The total charge, exclusive the salaries of the teachers, in the schools of my district, for which returns have been obtained (See Appendix A), is 936*l.*, while the total amount of the children's fees paid in these schools is 872*l.* So that the sum to be raised for the maintenance of the school

The majority of schools in Wilts and Berks taught by mistresses

The difficulty of providing good schools in agricultural districts.

* Inquiry instituted by the National Society in 1846-7. London, 1849.

† In my Report on the schools of the Midland districts, in 1845 (Minutes, vol. ii, p. 274), I have shown, from the returns made by 51 schools, the average cost of books, stationery, repairs, and fuel to each school to be 21*l.* 13*s.* 6*d.*, and the fees to amount, per child, to 5*s.* 8*d.* per annum; which, taking the schools to average 60 children each, gives 17*l.* per annum income from fees. The cost per school for books, stationery, repairs, fuel, &c., in my present district is 18*l.* 14*s.* 6*d.*; and the income from fees, 17*l.* 8*s.* 9*d.*

cannot fall short of from 50*l.* to 100*l.* a year; and if there is to be a separate girls' school, or if the master's wife, or some other mistress is provided to teach the girls' sewing, there must be an additional charge incurred of from 20*l.* to 50*l.*

The cost of maintaining good schools in agricultural districts cannot be provided for on the voluntary principle.

It is only necessary to have inquired what are the resources of schools in agricultural districts, arising from voluntary contributions, to be satisfied how entirely they are unequal, in the great majority of parishes, to such an expenditure as this. The following is a list of the subscriptions to a village school in the midland district, printed in my Report for 1845. I believe it to be not other than a fair sample of the means of support of a large class of the schools of which I am speaking. What kind of a school it would have been, but for the personal labour of the clergyman himself and his lady in teaching it, may be judged of from the cost incurred in supporting it.

	£.	s.	d.
The lord of the manor and principal landholder	3	3	0
The Rector	17	10	4
The Rector's lady	1	1	0
A friend of the Rector	5	0	0
A farmer and landholder	0	5	0
Ditto ditto	0	5	0
Ditto ditto	0	5	0
Ditto ditto	0	5	0
Ditto ditto	0	10	0
Ditto ditto	0	5	0
Ditto ditto	0	5	0
	£28	14	4

The amount of the rector's subscription is obviously the amount required to make up the school fund. And this I believe to be generally the case, and to an extent which is not known or appreciated.

The following is a statement of the income and expenses of an excellent school of 140 children in an agricultural district, supported by the munificent contributions of the clergyman and one of his parishioners. The sums marked with an asterisk are contributed by the clergyman. The subscription is that of the only other contributor to the maintenance of the school:—

	£	s.	d.	£	s.	d.
Salary of schoolmistress, viz. :—						
By children's pence	26	0	0			
By Government, for pupil teachers' instruction	14	10	0			
By subscription	20	0	0			
Total				56	10	0
Pupil teachers, by Government				55	8	4
Paid monitors				29	4	0
Books, &c.				8	7	0½
Government Grant of Books at reduced price, through Committee of Council (including 2 <i>l.</i> 5 <i>s.</i> 0 <i>d.</i> from them)				19	12	6
				£169	1	10½

Much of the books charge, 19l. 12s. 6d. will be repaid by the children. Large as are the private sacrifices involved in the maintenance of this school, I believe that if really efficient schools are to be supported in agricultural districts on the voluntary principle, it can only be by such sacrifices.

The following paragraph from —, addressed to me by a zealous clergyman in my district, details, in a few words, the experience of almost every one who in a rural parish undertakes to establish a school:—“I have had to make great sacrifices of time and money to provide a school at all. And after I had raised the building, I found nobody in the parish, or out of it, to assist me in supporting the school expense. *Neither owners nor occupiers of land contribute a farthing.* A coal-merchant and a land-agent are the only subscribers of a pound a-piece, and every other expense falls on me.”

I have often borne testimony in my reports to your Lordships, to the fact, that when a school is maintained in an agricultural parish, it is generally by an act of great pecuniary self-sacrifice on the part of the clergyman, made often in diminution of a very limited income, and with the sense of a divided responsibility. Whoever looks at the question in a practical point of view, will see that the education of the country cannot be provided for generally, in parish after parish, over the whole surface of the country, and year after year, in this manner. We have no right to calculate upon acts of self-sacrifice being multiplied, by which the clergy have in some instances subjected themselves to personal liabilities which they are unable to meet, and by which in others they have been greatly straitened.

The sacrifices of the clergy for the maintenance of schools.

These sacrifices are not to be reckoned upon in any large proportion of parishes.

Of all classes of the community, it is they who in the interests of education have contributed most to the public good by private sacrifices, and however inadequate their resources for the education of the great body of the people must be admitted to be, it is still certain, that almost all which has been done for it, otherwise than by the State, has been done by them; that in many memorable instance clergymen of distinguished attainments and station have devoted themselves laboriously, not merely to the supervision of village schools, but to the work of the schoolmaster in teaching them; and that often opposed, and seldom cordially supported by the laity, they have contributed to the full extent of their means, and sometimes beyond them, to the building and maintenance of schools.

But the money to support it is not all that is required to the getting of a good school. Some of the worst schools are not so for the want of funds; and some of the best are to be found among the poorest. Neither will the difficulty be removed, when by the operation of your Lordships' Minutes of 1846, there shall be provided an adequate supply of competent teachers. Besides an active supervision of the school, there must be the conception of

The funds to support it are not all that is required to the getting of a good school.

what a good school is, formed in the minds of the promoters of it, and the desire to employ the services of a good teacher. But the conception of what really belongs to elementary education is as yet very imperfectly formed in this country; and if the present promoters of schools had abundance of funds placed at their disposal, and were called upon to-morrow to realize their idea of it, I can imagine nothing more absurd than the result. Nor, on the voluntary principle in education, is there much chance of this difficulty being removed unless the education of the clergy shall at some future period be made to have a special reference to the management of schools. If these requisites are wanting, it is necessary to the obtaining of good schools, that by some expedient not within the resources of the voluntary system they should be supplied. To accomplish the great purposes of elementary instruction, experience has in fact shown us that it must be made to assume another form. A more effectual guidance must be given to it, and the majority of the community must be brought under its influence; for however good may be that education which we give to any small proportion, it is contrary to experience to suppose that its influence will not be lost in the preponderating ignorance, or that whatever may have been done for the religion and morality of the few, will not yield to the demoralization and the irreligion of the many.

The results expected from education will not be realized unless it be rendered more efficient and more general.

Permanence must be given to schools.

The failure of voluntary efforts for the support of education.

And lastly this state of things must be rendered permanent, for it is not in a few years, or scarcely in a single age that education can be expected to produce its results, and the neglect of it at one time may undo all that has been effected by it at another. Funds must therefore be available adequate to the creating of good schools, such schools must be provided adequate in number to the wants of the people, and they must be maintained *permanently*. But voluntary and local efforts are and have been found inadequate and they are in their nature partial and fluctuating.

The parallel case of the failures of the voluntary principle for the relief of the infirm and destitute poor.

It is contrary to its nature, that any result universal and permanent in its operation should be effected on the voluntary principle, and contrary to all experience. Were it otherwise, it would have availed for the maintenance of the poor. No claim has received more positive sanctions of the word of God than theirs, and none is more universally admitted. It was not, we may be assured, because great and remarkable examples of charity were wanting, or because there were not some parishes in which the poor were adequately provided for, or because something was not done for the poor in every parish, that it was found necessary to levy poor-rates, but because the efforts of private benevolence were not on the whole equal to the emergency, because they were partial in their operation, and fluctuating, and because they were often injudiciously applied. And because it was an injustice, that a burden which ought to be borne in

common by all, should be allowed to rest wholly upon the shoulders of a few. Ignorance presents on all these points an exact parallel with pauperism. It is not a more unjust thing that the many uncharitable should shift the duty of supporting the poor to the shoulders of the benevolent few, than, that of providing for their education, nor could the resources of private benevolence be more injudiciously applied in the one case than they often are in the other. Voluntary efforts for feeding the hungry and clothing the naked, could not have been more uncertain and partial in their operation, or unequal to the great result to be accomplished, than voluntary efforts have been found to be, for instructing the ignorant; nor does there seem to be any more reasonable ground for believing that the children of the poor should be educated, than for believing that the old and infirm should be maintained on the voluntary principle. It is not easy to see any reason why the one should be left to be performed by those who may be charitable enough to undertake it, and not the other.

Were it possible to provide for the education of the people by voluntary contributions, there would be this injustice in it, that whilst it is a common duty, and the good resulting from the discharge of it is a common good, the evil from the neglect of it a common evil, the burden of it would rest unevenly on the community. Any one will understand this who will take the trouble to look over the subscription-list of a parish school, and will inquire what proportion the subscriptions bear to the probable wealth of the parties who bear them, or to their stake in the welfare of the community for which the school is provided.

It is a further objection to the voluntary system, that, practically, it vests the control of education, in which the welfare of the whole community is concerned, in the hands of a small section of it, and sometimes in the hands of persons who are far from zealous in promoting it. The whole educational interests of a locality, present and future, are placed by the voluntary principle in the hands of any charitable persons who may choose to build and maintain a school, and that not only for the present, but for every future time—through the trust deed. Such persons may themselves be earnestly desirous to promote the instruction of their poor neighbours; but their successors in the control of the school may be indifferent, or even opposed to it. Instances of such indifference must be familiar to everybody acquainted with the state of education. It is hopeless to attempt any more for the cause of education in a parish where schools have fallen into such hands, because the maintenance of one school in a country parish will effectually prevent the establishment of any other. Besides schools may be built and maintained, not for promoting education, but (however paradoxical this may be) for stopping it. I have reason indeed to believe, that there are such schools established, and conducted on the principle that education is a bad thing, of

The voluntary system vests the control of education in the hands of individuals who are sometimes not zealous in promoting it.

which as little should be given as possible; and that if bad schools are not established, good ones will. It is a manifest objection to the voluntary system, that it leaves to individuals who may be so minded, the power thus to perpetuate ignorance around them.

The poor cannot be expected to provide education voluntarily for themselves.

The voluntary principle in education admits, however, of another form. It may on the one hand be given voluntarily by the rich to the poor, or on the other, it may be provided by the poor voluntarily for themselves. To suppose that the poor should provide for their children out of their own resources a good education, is probably to over estimate their means, and certainly it is to estimate more highly than we are justified in doing, the value they attach to education. It is to suppose them to value that, of the benefits of which they have themselves no personal experience, and which has been greatly depreciated in their estimation by the sort of education hitherto offered to them.

A good school sometimes maintained on the voluntary principle by the joint contributions of rich and poor.

It is true that these two forms of the voluntary principle have, in some remarkable instances, concurred in creating good schools. A school affording a really good education has been established by the rich and offered to the poor, and by the joint contributions of both it has been maintained efficiently. Or such a school has been established, as in the case of King's Somborne, for the poor, and for the several classes above them up to that of the farmer, each contributing for the education of his children according to his station, and the school thus established for the joint benefit of the farmers' and labourers' children has been supported by their joint contributions. And it is certain from the experience of these schools that notwithstanding the unfavourable point of view from which the poor are compelled to look at education they may be induced to appreciate it, and to make sacrifices that their children may obtain it, to a far greater extent than has hitherto been supposed. The success of any such expedient as this, for a, so called, self-supporting school; supposes however first of all that a good education is offered, a really good school created in the parish. How difficult it is to create a good school, none but those who have tried it can know. It requires such an amount of educational zeal on the part of the promoters, such an independent and enterprising spirit in the clergyman, and such industry and perseverance, as are seldom found united in the same individual, and much less frequently in the same body of individuals. Next, it requires a very considerable outlay in buildings, over and above your Lordships' grants. Then, after the schoolroom is built and furnished, a really good teacher must be provided, but such teachers are found with great difficulty, and only at salaries much in advance of those which it has been customary to pay, which salaries must be guaranteed to them at the risk of the promoters of the schools until they shall have begun to assume their self-supporting character. But their difficulties do not end here; the

The difficulty of creating such schools.

promoters must themselves have that just estimate of what belongs to elementary education, which will secure their active support and hearty concurrence to an efficient master in his labours—an estimate vastly in advance of the opinions, and not a little opposed to the prejudices prevalent in many parts of the country; and this course must be persevered in year after year until its good results are apparent in the self-supporting character of the school.

Experience has shown, that in a few isolated instances, these conditions are all realized, and the corresponding success achieved, and society owes no common obligations to those who achieve it; but whoever looks at a dozen of the parishes which come within his own observation, and considers how many such conditions of success obtain in those parishes, will not be sanguine of anything great or general or permanent being effected for the education of the country on the voluntary principle.

The elements of success are, in a few isolated instances, united. Such cases must always be exceedingly rare.

If that could have been done it would have been in Scotland, where education is more valued among all classes than with us, and has had a far larger share in the formation of the national character. Nevertheless I find, in a document published last year, and having affixed to it a great number of names, including those of persons of great influence in the church, and great eminence in science and literature, the following testimony to the fruits of the voluntary principle,* as attempted there under more favourable circumstances than its most sanguine friends can anticipate for it here. "While it might be difficult to describe, with a near approach to statistical precision, the exact position of Scotland at this moment in regard to education, there can be no doubt that as a people we have greatly sunk from our former elevated position among educated nations, and that a large portion of our youth are left without education to grow up in an ignorance miserable to themselves and dangerous to society."

The failure of the voluntary principle in Scotland.

Turning again to a memorial recently addressed to your Lordships, "on the part of certain ministers and elders of the Free Church of Scotland, resident in Edinburgh," to which memorial I find attached the names of gentlemen who are generally understood to be leaders in the Free Church movement, and whose

* It is well known that education has long been provided for, to a certain extent, in Scotland, by the State. At the time that that State provision was made, it was adequate to the wants of the population, but it was fixed and rigid, and did not admit of being adapted to the wants of any greater population. In the rapid increase of the population of Scotland, the education of a large proportion of it has been left to be provided for by other means, and nowhere have greater or more enlightened efforts been made for that object on the voluntary principle; as is amply testified by the character of the elementary schools in Scotland. It is to the result of this effort to provide education for a portion only of the population (although a large portion), by voluntary efforts, that the above remarks refer. These efforts, it is to be observed, have been made on that plan of uniting the education of children of different grades in the same school, which offers the best chance of success.

eminent station and ability and practical acquaintance with the subject of education, give the highest authority to their testimony ; I find that, although the views of these gentlemen are opposed to those advocated in the document I have before quoted as it regards certain fundamental points, yet they agree with them in admitting the insufficiency of voluntary efforts, however earnest and well directed. " We are deeply impressed (say these gentlemen) with the conviction that a comprehensive system of national education for Scotland, based upon sound principles of religion, is both practicable and highly desirable. " While we take a lively interest in the education scheme conducted by the Free Church, and warmly advocate its claims to the confidence both of the Government and of the people, we feel, at the same time, that no efforts made by private parties or societies, acting separately from one another, are likely soon to overtake the educational destitution which prevails. And we would rejoice to see a wise and patriotic Government vigorously grappling with this great evil, taking the matter more immediately into its own hands, and devising such a remedy as might secure the concurrence or acquiescence of the great body of intelligent and religious men in the land."

There is a general concurrence of the friends of education in England as to the necessity of some more effectual aid than has hitherto been given by the State.

These statements of the failure of the attempt made in Scotland to keep pace with the educational wants of the population by voluntary efforts, corroborate the opinion now entertained by many persons interested in education, as to the inadequacy of similar efforts which have been making for nearly half a century in this country for this object, and the necessity of some more effectual aid from the State than has hitherto been given.

When, indeed, the public aid was so liberally given towards the erection of schoolhouses,* whereby space has been afforded for the teaching of twice as many children in national schools as heretofore; it was under the impression on the part as well of your

* Since the year 1839, 470,854*l.* has been contributed towards the erection of 3782 school-rooms, drawing out voluntary contributions probably to four times that amount, and affording space for the instruction of 709,000 more children than before. Of this sum not less than 82 per cent. has been paid to Church of England schools. The grants have been distributed as follows:—

	Amount of Grant. £.	Number of Schools Aided.	Number of Children for whom Accommodation is provided.
England . .	339,368	3,253	622,828
Scotland . .	45,563	302	47,814
Wales . .	27,418	198	33,198
The Islands .	2,505	27	5,165

Lordships, as of the local contributors to the erection of those buildings, that it would be possible to maintain efficient schools in them, from the fees paid by the children, and voluntary subscriptions. Experience has, however, shown this not to be the case, and it would seem that if the people of this country are to be educated, the public aid must be given not less liberally to the maintenance of schools than to the building of school-rooms.

Local and voluntary efforts have not only, however, been found unequal to the efficient maintenance of schools, when left to themselves, but even when the public aid has been liberally offered to them. The extent to which their promoters have availed themselves of your Lordships' offer to aid in providing books and apparatus for schools, and to maintain pupil-teachers and stipendiary monitors in them, appears to afford conclusive evidence of this fact. That offer was made by your Minutes of 1846. The value of such aid is admitted on all hands, and whoever has any experience of the conditions which you annex to it will, I think, admit that they are neither stringent nor unreasonable; yet, of the 17,015 church day-schools in England and Wales, only 866 have been supplied with fittings, apparatus, books, and maps, being about 1 in 20; and only 1127 schools, of any kind, have had pupil-teachers appointed in them. Judging from my own experience, I should estimate the number of applications for such aid, which are rejected, at less than 10 per cent., so that these may be taken to represent, when increased in that proportion, the numbers who have sought your Lordships' aid. Nevertheless, there is nothing with which the experience of an Inspector is more familiar, than the want of proper desks, forms, and apparatus, in schools, and the deficiency of books and maps; and, through your Lordships' means, these are offered at an average reduction of 62 per cent. on the retail price. Nor is there anything more constantly complained of by the promoters of schools, or which, practically, interferes more with their success, than the early age at which it is necessary to employ some of the children as monitors to teach the rest, an inconvenience which is removed by the employment of pupil-teachers. If the number of applications for such aid were greatly on the increase, it might be argued that the measure was only in its infancy, and that a knowledge of the assistance offered by your Lordships, and a desire to profit by it, was extending itself through the country; but this is not the case. The schools in my own district, in which pupil-teachers have been appointed, constantly seek for the appointment of more, and there are, I believe, in all of them, candidates prepared to take the places of those whose apprenticeships are about to expire; but there are only six out of 682 other National schools which have, during the last year, sought the appointment of pupil-teachers, and no others than these which have applied for books and apparatus.

In short, I fear that if the adequacy of the voluntary principle

Feebleness of the voluntary principle apparent in the limited extent to which schools have availed themselves of the offers of assistance made by the Government.

is to be measured by the extent to which the promoters of schools have profited by your Lordships' offer of pecuniary aid for the more efficient conducting of them, its most sanguine advocates must despair of it. It fails alike whether it be left to itself or helped by the Government.

Local rates
for the main-
tenance of
schools.

And I believe it now to be very generally admitted, that the irreligion, and the ignorance and demoralization, which have grown upon the labouring people of this country, are far too widely spread to be overtaken by the isolated efforts of the few benevolent persons here and there, who are willing to devote themselves to that task. The minds of thoughtful men having thus been directed, of late, to the consideration of some more effectual means of grappling with these evils; the question of local rates, for the maintenance of schools, has been much discussed, and having myself collected the opinions of many of the friends of education, in my district, upon it, I have thought that I might not be considered to be travelling beyond the proper limits of my Report, if I brought a topic of such vital importance to the cause of education under your notice.

The plan of
W. J. Fox,
Esq., M.P.

The plan of Mr. Fox* proposes that the means of education, in every parish in his district, shall be reported to your Lordships, by each of Her Majesty's Inspectors of Schools, and that wherever the existing provision shall be found insufficient, your Lordships shall direct the election of an educational committee, by the rate-payers of the parish (or a union of the neighbouring parishes constituted, for that purpose, a school district), who shall have power to levy an annual school-rate on the rateable property of the parish, and to apply it to the payment of certain sums to the teachers of existing schools in respect to all such children as shall have been educated free of cost during the preceding year, and shall have made due progress in secular knowledge, as certified by Her Majesty's Inspector. Where the expedient shall not be found adequate to the educational wants of the parish, it provides for the establishment and maintenance of other free schools, the instruction in which is to be free and wholly secular, time being allowed to the children for receiving religious instruction under the direction of their parents.

The plan of
the Lancashire
Public
School Association.

The system proposed by the Lancashire Public School Association is, like that of Mr. Fox, to be "one established by law, excluding all theological doctrines and sectarian influences, and supported by local rates assessed on the basis of the poor-rates, and managed by local authorities especially elected for that purpose by the rate-payers."

To the local agitation produced by public meetings held in support of this plan, and the opposition which could not but be created by the omission from it of every expedient for the religious

* Education Bill, February 26, 1850.

education of the people, we owe a third proposition which appears to have received a far more general concurrence; it is that of Mr. Richson,* who is understood to have, in proposing it, the concurrence of the Bishop of Manchester, the Dean, and a great body of the clergy and laity. It provides for the constitution of your Lordships' Committee to be the central governing body for the administration of an Act for the division of every county into school districts, the rate-payers in which, assessed at not less than 40*l.* a year, are to elect school-committees, who are to levy school-rates on the same assessment as the county-rates, and collected by the same officers, and to administer the same in aiding the necessary repairs and enlargement of school buildings, in the payment of the fees of free scholars, and in giving temporary aid for the establishing or the better conducting of schools; acting therein with the advice of Her Majesty's Inspectors and the concurrence of the school managers, and in no respect interfering with such schools, as do not have recourse to them for aid. The characteristic and most valuable feature of this plan is, that it leaves the religious element in education untouched.

The plan of the Rev. C. Richson.

A plan, which in some of its most important features resembles the last, has more recently been submitted to your Lordships in a memorial from certain influential members of the Free Church of Scotland. It has for its object,—1st. The reform of the parochial schools of Scotland; 2nd. The extension of the system of these schools; 3rd. The due maintenance of teachers.†

Plan proposed by certain ministers and elders of the Free Church of Scotland.

It provides, in the first place, for the repeal of such acts as limit the application of money raised for educational purposes by local assessment to schools whose teachers are members of the Established Church, and which are under the control of the Presbyteries. 2nd. For the erection of school buildings where required, and the maintenance of schools, one-half out of the sum voted by Parliament, and the other half by local assessment. 3rd. For the constitution of certain school circuits, in which these assessments shall be made on the plan of a county-rate. 4th. For the election of teachers by the heritors and school-rate payers within the parish. 5th. For the admission of all such schools as now receive aid from the Committee of Council under the parochial system, and certain others under conditions specified. 6th. For the appointment of none but certificated teachers. 7th. For the Government inspection of all parochial schools. 8th. For the formation of a General Board of Education in Scotland for the carrying out of these objects.

* Marginal notes of a Bill to promote and stimulate the education of the people of England and Wales, &c., &c. By the Rev. C. Richson, M.A.

† Memorial to the Committee of Privy Council on Education from certain ministers and elders of the Free Church of Scotland. Among other names of distinguished members of the Free Church, appended to this memorial, are those of the Rev. Dr. Candlish, the Rev. Dr. Gordon, and the Rev. Dr. Cunningham.

Plan of the
Rev. W.
Sewell.

A fourth plan is that proposed by the Rev. W. Sewell,* Fellow and Tutor of Exeter College Oxford, not as a plan "free from objection both in theory and in practice, but as the nearest approach which he can discover to the solution of the present problem—the enforcement by the State of the education of the people without compromising its own religious faith." "For we may assume," says this gentleman, "that all parties are agreed in considering this abstractedly as not only a legitimate function, but a necessary duty of the supreme civil power."

He then goes on to state the problem to be "How to reconcile an education enforced by the State and applied to all classes, with religious education carried on as it must be separately by each class and denomination of Christians;" and to inquire whether, as a solution, it "would not be possible to impose a special tax for education calculated either upon income or property, to allow the amount to be applied to some school or other at the pleasure of the party charged with it, only requiring from him a receipt for the payment from some responsible person, as the manager of the school, upon a plan already in use in some other departments of taxation?"

In making this suggestion, Mr. Sewell states himself to be "anxious to show that the strongest conviction of the fatal effects of the continental system is still compatible with an anxious desire to see the state exercising its high and indisputable functions, to guard against offending the conscience of any one, and to promote efficiently and extensively not merely the moral education of the heart, but an enlarged and comprehensive cultivation of the intellect."

Plan pro-
posed in
the Edin-
burgh
Review.

This plan is in its principle the same with one proposed in an article entitled "Church and State Education," in the "Edinburgh Review for July, 1850," in the following terms:—

In parishes where, therefore, is a sufficient number of Churchmen and also of Dissenters to enable them to maintain separate schools, we see no reason why they should not have them,—the option being given to each ratepayer to be rated to either school,† and the amount of the rate being, of course, dependent on the extent to which the school is self-supporting. The school-rate of the Churchmen might be paid to maintain the existing National school, or, that of the Dissenters, to support the existing British and Foreign school, if a majority of them and a majority of the subscribers to such schools should desire it. If not, new schools would have to be built.

In cases where the Churchmen or the Dissenters of a parish were not sufficiently numerous to maintain a separate school, those of two or more parishes might unite for that purpose. There would, however, remain localities in which the Dissenters are too thinly scattered to have separate schools for their children, even by the union of those of different parishes for that object. It would be necessary to the levying of school-rates in such parishes (probably few in number), that the children of Dissenters should be allowed to attend

* Note prefixed to the speech of Mr. Sewell, delivered at a meeting at Willis's Rooms, February, 1850. Oxford and London, J. W. Parker.

† This option has recently been incorporated with Mr. Richson's plan.

the parish schools without having violence done to the religious scruples of their parents; and with this it should be provided, in respect to these parishes.—

- 1st. That no child be taught the Church Catechism, not being a baptized member of the Church.
- 2nd. That no child of a Dissenter, being a baptized member of the Church, be instructed in the Catechism, or otherwise in the distinctive doctrines of the Church, if his parents object to his being so instructed.

These conditions being secured, we see no reason why the management clauses should not form the basis of the constitution of schools maintained by parochial rates, the word ratepayers being substituted for subscribers.

This plan, like that of Mr. Sewell, recognises the religious element as essential to a national system of education, and it recognises the rights of conscience. In carrying it out, the State would provide that there should be a church school in every parish or school district, maintained by the fees of the children and by local rates, and governed according to the provisions of the management clauses (the substitution being made of ratepayers for subscribers), which school might be the national school of the parish. It could not, however, be thus maintained by rates paid by the whole parish, unless it were in *all cases* subject to the two conditions proposed by the reviewer, only in the exceptional case of rural parishes in which Dissenters are few in number; these conditions are, 1st. That no child, not being a baptized member of the Church, shall be taught the Church Catechism; 2nd. That no child shall be instructed in the Catechism, or otherwise in the distinctive doctrines of the Church, if his parents shall object to his being so instructed. The fulfilment of those conditions being placed under the safeguard of the ratepayers, the Dissenters would probably in many parishes require no further concession. In any parish where they did, it would be competent for them to form a separate school, or to unite the Dissenters of other parishes in forming such schools, for the maintenance of which they might be rated, instead of being rated to the parish schools, and which might be existing schools, British and Foreign schools, for instance, or the schools of any particular dissenting community, as the Wesleyan. Such schools might, like the Church schools, be open to all, with the condition that no child should be taught the distinctive doctrine of the school if his parents should object to his being so instructed. It should be a further condition that all schools, whether Church or dissenting schools maintained by rates, should be taught by certificated teachers and open to Government inspection. This plan differs from the other in the provision it makes for the independent maintenance of every school by rates levied specially for the maintenance of that school, instead of by the partition of a common fund among different schools. Whilst it provides for the formation of new schools where they are needed, it offers a means by which the promoters of existing schools may, by the method of local assessment, divide equally among them-

Conditions
under which
this plan
might be
practicable.

selves, and with the rest of the parish, the burden of supporting them. It involves a recognition on the part of the State, of Religion as the basis of a system of National Education. So far as the State intervenes directly in the formation of schools, it provides that it should do so in the interests of the Religion of the State; but it offers the public aid on equal terms to other communities of Christians for promoting the education of their own children according to their own tenets. To the carrying of it out, the creation of diocesan boards elected from the clergy and the committees of schools, would probably be found necessary.

I have appended to this report special reports on the schools which I have inspected, and on those in the inspection of which I have been assisted by my colleague, Mr. Warburton. From the late period of the year at which my inspection takes place (the indentures of all the pupil-teachers in Wiltshire being dated from December), it has been found impossible to prepare in time for this report, the same tabulated results in regard to my inspection as others.

I have the honour to be, &c.,

HENRY MOSELEY.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARY, No. 1.

Number of Schools to which this Table relates.	Number of Children for whom Accommoda- tion is provided.	Average Daily Attendance.	Number of Children present at Examination.	Number of Certified Schoolmasters or Schoolmistresses.	Number of Pupil Teachers.	Per Centage Aged							
						7 and under.	8.	9.	10.	11.	12.	13.	14 and upwards.
51	7,730	4,038	3,701	21	*84	41.05	13.17	12.64	10.81	8.65	6.44	4.17	3.06

SUMMARY, No. 2.

Aggregate Annual Income, as stated by Promoters.					Aggregate Annual Expenditure, as stated by Promoters.				
From Local Endowments.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources.	Total.	Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	Total.
£. s. d. 318 9 0	£. s. d. 1,679 3 6	£. s. d. 240 9 3½	£. s. d. 872 0 2½	£. s. d. 156 19 6½	£. s. d. 3,267 1 6½	£. s. d. 2,631 4 7	£. s. d. 290 5 3	£. s. d. 646 0 0½	£. s. d. 3,567 9 10½

APPENDIX B.

BERKS.

6th JUNE, 1850.—*Ashbury*. Boys taught by a master and one pupil-teacher. The master a painstaking, intelligent man, has greatly improved himself and his school. He is fortunate in the supervision of a kind and zealous clergyman.

6th JUNE.—*Ashbury*. Girls taught by a mistress and monitors. I regret not to be able to record so favourable an opinion of the girls' school as of the boys'.

13th MAY.—*Clewer*. Fifty-eight boys taught by a master and one pupil-teacher. The school-room has been thoroughly repaired, appropriately decorated, and provided with books and apparatus since my last inspection. The school owes much to the active supervision of the vicar and his curate, it has increased in numbers and improved. The discipline appeared to me, however, defective.

13th NOVEMBER.—*Cookham Dean*. Ninety girls taught by a mistress and one pupil-teacher. A good school-room neatly decorated and well supplied with books and apparatus. The clergyman takes great pains with the school, reading prayers himself daily at 8 o'clock. Connected with it, is an industrial school where 15 older girls are taught embroidery, in which art the female population of the district are much employed. The religious knowledge of the children was excellent; their instruction in secular knowledge imperfect.

27th JANUARY, 1851.—*Hadnham*. Girls taught by a certificated mistress. I regret not to be able to report favourably of this school.

21st JUNE, 1850.—*Reading, St. Giles*. One hundred and fifty-seven boys taught by a temporary master aided by monitors; a certificated master being about to take his place. This great school was ill-supplied with desks, furniture, and books, and the instruction was, at the time of my visit, at a very low ebb. One pupil-teacher appointed.

21st JUNE.—*Reading, St. Giles*. One hundred and thirty girls taught by a certificated mistress and monitors. She is a good school-keeper and a competent teacher, but the numbers set all her efforts at defiance. One pupil-teacher appointed.

11th JUNE.—*Sheen (Stockcross)*. Ninety boys taught by a master. Moderately supplied with books and school furniture; extremely well taught in the upper classes, but not so well in the lower. The master is an able man devoted to his work and competent to it. One pupil-teacher appointed.

14th NOVEMBER.—*Stanford-in-the-Vale*. Eighty-two boys and girls taught by a master. I regret not to be able to recommend the appointment of a pupil-teacher in this school.

14th MAY.—*Swingingdole*. Seventy-nine boys and girls taught by a master, a pupil-teacher, and an assistant-mistress. Well supplied with school furniture, books and apparatus, by the aid of a grant. The school is crowded with children. Great attention is given to it by the clergyman, and the religious instruction is excellent, the secular instruction not so good. A new master is about to be appointed.

25th JULY.—*Windsor Park Royal Schools*. Fifty boys taught by a master and two pupil-teachers. The instruction of the first class is generally good, that of the lower classes was not so satisfactory to me. The boys cultivate a garden of three acres.

26th JULY.—*Windsor Park Royal School*. Sixty-seven girls and infants taught by a mistress and two pupil-teachers. Although there is more industrial work in this school than in any other that I know, yet I think there is more school learning. The upper classes have been well instructed in religious knowledge and in all the branches of secular knowledge usually taught in elementary schools. In addition to this, they provide daily, with the assistance of one female servant a dinner for the two schools of 120 children and do the washing—their own and that of the house. The whole of the domestic arrangements, as well as the teaching, are under the direction of the zealous and efficient mistress. More attention is wanted to the lower classes of the girls' school.

13th MAY.—*Old Windsor*. Thirty-nine girls taught by a mistress and one pupil-teacher. Inadequately supplied with books and school furniture. I have rarely met with girls better taught than the first class; that class does great credit

to the mistress, who is a good teacher, and a good school-keeper. The lower classes should have more attention.

13th MAY.—*Windsor*, N. S. One hundred and forty-eight boys taught by a certificated master, an assistant-master, and four pupil-teachers. The lower classes, of which complaint was made at my last inspection, have much improved, but the instruction of the upper, and particularly of the first, remains very imperfect, for which there is the less excuse, as there are plenty of teachers.

13th MAY.—*Windsor*, N. S. One hundred and thirty one girls taught by a mistress and four pupil-teachers. Well supplied with books. The fittings and school furniture might be improved. A good school. The mistress is kind, zealous, and a good disciplinarian, looking apparently to the best interests of her pupil-teachers and her scholars. The pupil-teachers are doing well, and they have vastly improved the school.

13th MAY.—*Windsor*, St. Mark's. Fifty-seven boys taught by a certificated master and two pupil-teachers, in three rooms of a cottage converted successfully, and at a small cost, to the uses of a school. They breakfast at the school bringing their own bread and having cocoa provided for them. They are partly clothed at the expense of the school. The fee is 6d. per week, but some have exhibitions. A high standard of instruction has been reached, several boys in the first class having made a commencement in Euclid. In addition to their school learning, the boys are taught gymnastics, and there is a bath on the premises in which they bathe daily throughout the year. The number is limited, and there are always many applicants for admission. This excellent school owes its success mainly to the enlightened educational zeal of the Rev. Stephen Hawtrej, the incumbent of Trinity church, by whom it is wholly supported.

WILTS.

6th DECEMBER.—*Dowood*. Sixty-four boys and girls clothed and taught by a master, a mistress, and one pupil-teacher. The school is maintained by the Marquis of Lansdowne for the education of the children of his tenants. By a change in its teachers it has for the present lost the high state of efficiency I reported last year.

30th OCTOBER.—*Bradford*. Eighty boys taught by a master competent to his work. Having recommended the appointment of two pupil-teachers in the school, I trust that at my next inspection I shall find the children better taught.

30th OCTOBER.—*Bradford*. Sixty-two girls. I regret to be compelled to record an unfavourable impression of this school. I could not recommend the appointment of a pupil-teacher in it.

16th DECEMBER.—*Brenhill*. (Examined by Mr. Warburton.) Sixty-five boys and girls taught by a mistress. The children are very young and very ignorant. The school is, however, improving.

3rd DECEMBER.—*Calne*. One hundred and fifteen boys taught by a master and three pupil-teachers. They are clothed alike in smock frocks, and receive their lessons seated at groups of parallel desks arranged along the school-room. These groups are too deep, one desk at least might be removed from each. Much benefit has been derived from the assistance of the pupil-teachers. The school is well supplied with books and apparatus. It owes much to the active supervision and judicious management of the clergyman. It is very popular in the place, and cannot but be the means of great usefulness to the people.

3rd DECEMBER.—*Calne*. One hundred and fifteen girls taught by a mistress and two pupil-teachers. Fairly supplied with books and apparatus. The instruction, in religious knowledge is good, and in common matters of secular instruction, fair. The standard of general intelligence is low.

3rd DECEMBER.—*Calne*. (Infants.) I have rarely visited so earnest, cheerful, and efficient a school as this. It may be seen here how early children can be taught much useful knowledge, and made to understand many things suitable to their years and station without subjecting them to undue restraint. They read and spell and make easy calculations in their heads excellently.

3rd DECEMBER.—*Calne*. (Middle School.) Twenty-seven boys taught by a master and two pupil-teachers. In this school the farmers' and tradesmen's children of Calne and its neighbourhood have the means afforded them of efficient instruction for their children in every branch of useful knowledge. I have rarely examined a better taught school.

3rd DECEMBER.—*Calne Industrial Institution for the Training of Female Servants*. In this institution young persons are received and trained in the duties of

domestic servants, under the care of a matron and an assistant matron. It is conducted under the immediate supervision of Mrs. Guthrie, by whom the institution was established, and who has undertaken the whole charge of maintaining it. They are employed in household work, washing, and needlework, and by good management and economy their labour was, during the last year, found nearly sufficient for their maintenance. A new house has been humbly purchased by Mr. and Mrs. Guthrie during the last year for the use of the institution with which they propose to endow it. Having constantly had brought to my notice, the great usefulness which would attach to all institutions, which like this, provides for girls when they leave school, the means of support by their own labour, and prepares them at the same time for household servants, I have sought some further particulars in regard to it. The charge for admission is—

	s.	d.
For parishioners	1	0 per month.
Adjoining parishes	3	6 "
Farther off, but not distant	5	0 "
Strangers	10	0 "

I find that the matron receives a salary of 20*l.* and the assistant 10*l.*, with every thing allowed. The number of girls at present in the institution is sixteen. Tea, with bread and butter, are allowed for breakfast; meat every day, with a cup of beer, for dinner; and tea, with bread and butter, in the evening. The cost per head per week for food is about half-a-crown. All the household work and cooking of the institution, including the making of bread, are done by the girls, two of whom are employed together in each department in turn. But in the washing there are four or six generally engaged, the income of the institution being chiefly derived from that source. The produce of the labour of the institution is from 1*l.* to 2*l.* a-week. In this respect the proximity of a town is of great importance. The girls are intrusted to fetch and carry home the linen, &c., to the respective families; the time of their going and returning being carefully noted. With reference to the expense of maintaining such institutions it may be noted that from seventeen to eighteen tons of coals are consumed yearly; that soap and candles cost, the first year, 14*l.*; that the bedsteads used are iron, and cost, at Birmingham, 10*l.* 10*s.* per dozen; that the mattresses and bolsters came from London, and cost 1*l.* per set; and that a large ironing-stove is requisite, which cost at Bristol 4*l.* 4*s.* I have been glad of making known the progress of an experiment conducted with so much real ability and self-sacrifice as this. Finding, however, that but one evening of the week is devoted to the instruction of the girls, I cannot but say that it is, in my opinion, necessary to its complete success that education, in its highest sense, should take a more active part in the business of the institution.

14th NOVEMBER.—*Coombe Bissett*. Sixty-two boys and girls taught by a mistress and one pupil-teacher. Well instructed in religious, but imperfectly in secular knowledge. A new mistress is about to be appointed. A class-room is needed and the school would be improved by a better arrangement of desks and more apparatus.

6th DECEMBER.—*Castle Combe*. Sixty-two boys taught by a master and one pupil-teacher. A thriving and efficient school, well supplied with books and apparatus, and maintained by Poulett Scrope, Esq., M.P. A field-garden has recently been brought under cultivation, and a good beginning has been made in teaching agricultural chemistry. The master is an intelligent man, fond of his work and exercising a sound judgment in respect to it. The discipline of the school might be improved.

6th DECEMBER.—*Castle Combe*. Sixty-one girls taught by a mistress and one pupil-teacher. A thoroughly efficient and well-taught school, which does great credit to the mistress and the pupil-teacher, and I may perhaps be permitted to add to the kind patroness of the school, Mrs. Poulett Scrope, whose unwearied care and judicious management of her schools has tended greatly to promote the cause of education in this district.

2nd DECEMBER.—*Devizes*. (Inspected by Mr. Warburton.) (Girls.) No mistress has been appointed in this school since Christmas, 1849, the vicar having determined to carry on the school for the future by the aid of the girls heretofore employed as pupil-teachers, who are paid a stipend of 5*s.* per week each, by the school-managers; the stipends of the Committee of Council being of course withdrawn. The children have been well instructed in religious knowledge, imperfectly in other things.

4th DECEMBER.—*Erfholt*. (Inspected by Mr. Warburton.) (Boys.) Taught by a master and one pupil-teacher. It is a good school in a wild and apparently uncivilised district, exhibiting evident marks of the care bestowed upon it by the late rector, the Hon. and Rev. W. Spencer.

4th DECEMBER.—*Erfholt*. (Girls.) Taught by a mistress and one pupil-teacher. An excellent school in which great interest is taken by the parents of the children. The mistress is a good teacher, and her devotion to her work is apparent in the progress of the children. The lower classes, complained of last year, have improved in their reading.

14th NOVEMBER.—*Downton*. Seventy girls and infants taught by a certificated mistress, an infant mistress, and pupil-teacher. The school is scarcely so efficient or so prosperous as might be expected from the means of instruction afforded in it.

28th NOVEMBER.—*Durrington*. Seventy-four girls and boys taught by a mistress and two pupil-teachers. An excellent school, conferring great benefits on the neighbourhood, and which owes everything to the judicious management of the clergyman and his lady, and to the personal sacrifices they make in superintending and teaching it.

18th OCTOBER.—*Dilton's Marsh*. (Boys and Girls.) Taught by a certificated master, on the gallery system of Mr. Stow of Glasgow, whose son is the incumbent. It is impossible not to be favourably impressed with the moral aspect of schools, conducted on this plan. Children placed under influences so calm, and so humanising as these, for six hours a-day, of three or four years of the most impassible period of their lives, cannot become the same men and women as they would have been under other and less favourable circumstances. Many of the methods of instruction are exceedingly judicious and the teacher obviously deals with the intelligences of the children rather than their memories. More attention should be given to some branches of technical instruction, particularly arithmetic.

6th DECEMBER.—*Fozham*. (Girls, Boys, and Infants.) Taught by a mistress, a pupil-teacher, and paid monitor. Maintained by the Marquis of Lansdowne. Well supplied with school furniture, books, and apparatus: and very popular and useful in the neighbourhood.

25th OCTOBER.—*Hewwood House*. (Girls, Boys, and Infants.) Taught by a mistress and two pupil-teachers. The school has much improved since my last inspection, and is likely under its new mistress, to become, in all respects, an efficient one. It is supported for the use of his tenantry, by H. C. Ludlow, Esq., and its success is chiefly due to the interest taken in it by Mrs. Ludlow.

18th DECEMBER.—*Hinton Parva*. (Inspected by Mr. Warburton.) Fifty-three boys and girls taught by a master, with the assistance of his wife. The standard of instruction aimed at is low, but the children are completely and intelligently taught in elementary subjects.

2nd DECEMBER.—*Lacock*. Sixty-five boys taught by a certificated master. Crowded with children, inadequately supplied with apparatus, imperfectly ventilated, and subject to annoyance from bad drainage. The master is earnest, persevering and devoted to his work, and has greatly improved himself and his school. The children have been well instructed in religious knowledge, read well, and have been taught to understand what they read. The school cannot but be doing great good.

2nd DECEMBER.—*Lacock*. (Girls.) I regret not to be able to record so favourable an opinion of this school as of the boys'.

25th OCTOBER.—*Mere*. Seventy-three girls taught by a mistress. Inadequately supplied with school furniture and apparatus, but supplied with books by the aid of a grant. The mistress is well instructed, and (as I was informed) painstaking. I was glad to be able to recommend a pupil-teacher in the school, and I hope to find at my next inspection, the children more advanced in their learning.

25th OCTOBER.—*Melksham*. Seventy-four girls taught by a mistress and one pupil-teacher. It is in some respects an efficient school. I cannot, however, approve of the almost exclusive use of the Scriptures in teaching the children to read. The pupil-teacher had taught the same class during the year, and she affords the best evidence of her progress as a teacher by the good management and very efficient state of that class.

7th JUNE.—*Marlborough, St. Peter's*. (Girls.) Taught by a certificated mistress in temporary school-rooms. Crowded with children, so crowded indeed, that they are obliged to write upon their knees, with the copy-books upon the forms.

The mistress is an intelligent and original teacher, and a good disciplinarian and school-keeper. I consider the state of the school highly creditable to her, in which opinion my colleague, Mr. Warburton, who visited it on the 5th December, fully concurs.

7th JUNE.—*Marlborough St. Peter's.* (Boys.) Taught by a certificated master. I cannot record a very favourable impression of the state of this school. A large class of infants is taught in a recess close to the first class. The discipline is imperfect. The boys do not read or spell well, but have made good progress in arithmetic and a beginning in algebra. It is much to be regretted that the new school buildings, for which considerable funds appear to have been raised, are not forthwith commenced. The present accommodation is wholly inadequate to the proper instruction of the children.

9th DECEMBER.—*Marlborough, St. Mary's.* (Examined by Mr. Warburton.) Seventy-five boys taught by a master in a new school-room, erected chiefly by the exertions of the vicar and in which every modern improvement in plan and apparatus has been put in requisition. The school has but very recently been commenced. It appears to have good prospect of success, the master being an efficient teacher. One pupil-teacher was recommended to be appointed.

9th DECEMBER.—*Marlborough, St. Mary's.* (Examined by Mr. Warburton.) One hundred and five girls taught by a mistress. The last year has been an eventful one in the history of education at Marlborough. The two parishes of St. Peter and St. Mary formerly had but one boys' and one girls' school. The refusal of an application for Government aid, so long as the school continued to be held in a temporary room, created a desire for new school-buildings, and has led eventually to the separation of the two parishes for school purposes, and the erection of new and commodious school-buildings in the one, and the collection of the requisite funds for the erection of such buildings, shortly to be commenced, in the other.

29th NOVEMBER.—*Netheravon.* Thirty-seven boys and girls taught by a certificated mistress. The state of this school does the mistress great credit. The lower classes have improved in reading since my last visit. There is still room for improvement, however, in those classes in other things. The first class has been well taught.

12th NOVEMBER.—*Salisbury.* One hundred and fifty-eight boys taught by a certificated master and three pupil-teachers. Inadequately supplied with desks and school furniture, for which a grant has since been made. The master is earnest and successful in his work; the pupil-teachers want life and activity in teaching. The school has, however, improved under the present master, and I am hopeful that it will become what it aspires to be, a model boys' school for the district. To this end the proposed erection of a group of parallel desks and a small gallery will much contribute. The school-buildings have been altered and much improved.

12th NOVEMBER.—*Salisbury.* One hundred girls taught by a mistress and three pupil-teachers. I regret not to be able to record a favourable impression of this school, which is, nevertheless, that attached to the diocesan female training-school. The school-room has, however, recently been much improved and alterations are in progress which will, I hope, improve the knowledge of the children.

31st OCTOBER.—*Sturton.* (Boys and Girls.) Taught by a mistress in a hamlet of Trowbridge. The school has not long been opened; I hope to be able to record a more favourable opinion of it when I shall visit it another year.

31st OCTOBER.—*Steeple Ashton.* Forty-one girls taught by a mistress and one pupil-teacher. I regret not to be able to record a favourable impression of the state of this school.

28th NOVEMBER.—*South Newton.* Thirty-eight girls taught by a certificated mistress. The school has great difficulties to contend with; I trust, however, that I shall next year find more satisfactory evidence of the qualifications of the mistress, in the progress of the children.

11th DECEMBER.—*Swindon, Great Western Railway Company's School.* (Examined by Mr. Warburton.) (Boys and Girls.) Taught by a master and two pupil-teachers. The children are placed at parallel desks arranged in groups along one side of the room. The reading, writing, arithmetic, and geography are entitled to great commendation; the spelling on the contrary, is very inaccurate. The children sing, well, but the pieces they sing are pitched too high for the power of their voices.

12th DECEMBER.—*Swindon, Great Western Railway Company's Infant School.*

"I can speak," says Mr. Warburton, "most eulogistically of this part of the school. The children are highly intelligent, and admirably trained."

16th DECEMBER.—*Swindon Old Town Infant School*. (Examined by Mr. Warburton.) Seventy-one infants taught by a mistress and one pupil-teacher, in five classes, under five infant monitors, the mistress and pupil-teacher going round and taking each class in turn. The mistress is about to leave.

23rd OCTOBER.—*Trowbridge*. One hundred and ninety-one boys taught by a master and four pupil-teachers. This school is very popular in the place, and the discipline of it appears to be good. The subjects taught by the pupil-teachers, reading, spelling, arithmetic, and writing, are creditable, but I was not equally satisfied with the teaching of other subjects. The school is conducted on the three division plan. Great attention is given to it by the clergy, and under their auspices the religious instruction is well attended to, and a careful supervision is exercised over the pupil-teachers.

23rd OCTOBER.—*Trowbridge*. One hundred and thirty-four girls taught by a certificated mistress and three pupil-teachers on the tripartite plan. The mistress being ill, this large school was conducted at the time of my inspection by the senior pupil-teacher. I have every reason to be satisfied, under the circumstances, with the state in which I found it, and which appears to me highly creditable to the supervision of the clergy and the diligence and good conduct of the pupil-teachers. A new master and mistress are about to be appointed.

23rd OCTOBER.—*Trowbridge, Trinity*. (Inspected by Mr. Warburton.) (Girls.) Taught by a mistress, an assistant-mistress, and four pupil-teachers, in two rooms, of which one is to be considered an infant-school. The reading is very fair throughout the school, and geography has been very well taught. More attention should be given to arithmetic, grammar, and the writing of English. The pupil-teachers have been well instructed and the clergyman devotes a great deal of time to the school.

1st NOVEMBER.—*West Ashton*. One hundred and sixty-seven boys and girls taught by a mistress and three pupil-teachers, on the tripartite plan and maintained by the squire and the clergyman. The population of the parish is only 300, but the children flock to the school from neighbouring parishes. I have rarely met with a school in the promotion of whose success, clergyman, teacher, pupil-teachers, and scholars unite with such equal and hearty good will. A third room having been added to the school, one is now devoted exclusively to reading, a second to writing and slate-arithmetic, and a third to oral instruction. The clergyman, the Rev. F. H. Wilkinson has published an interesting account of the working of the plan in his school in the National Society's "Monthly Paper," for February, 1851, in which he thus enumerates its advantages:—"First, it involves a great economy of time and labour. Secondly, it affords facilities for the advantageous classification of children. They may be classed differently when learning to read from what they are when learning arithmetic or writing. The third advantage of the tripartite system consists in its greater quietness as compared with other methods. Fourthly, it appropriates some of the chief advantages of the monitorial system without its defects." Whilst I cannot but rejoice to have so good a school as that at West Ashton in my district, calculated as it is to exercise an influence favourable to education all around, it is impossible for me to hope that I shall find in many parishes, clergymen who take so deep an interest in the welfare of their schools, who have studied so carefully and understand so well what is necessary to their success, who have the leisure and the disposition to devote so much time to them, and who are contented to make such large sacrifices for their efficient maintenance. The advantages of the school have recently been offered to farmers' children, at 5s. per quarter, and to small tradesmen's at 2s. 6d. Seventy of the former have entered.

26th NOVEMBER.—*Warminster*. One hundred and ninety-five boys taught by a master, an assistant-master, and four pupil-teachers in two rooms, one of which is set apart for the younger children. A hard-working, well-disciplined, and in many respects a very efficient school—fortunate in the active supervision of a clergyman to whom these great schools owe everything, who understands what belongs to the management of schools is zealous in promoting them, and himself an excellent examiner of them. The pupil-teachers appear to be doing well, but want more life and animation in teaching.

26th NOVEMBER.—*Warminster*. Ninety-two girls taught by a mistress and two pupil-teachers. Well instructed in religious knowledge; not so well in other subjects.

27th NOVEMBER.—*Warminster*. Seventy infants taught by a mistress and one

pupil-teacher. An excellent infants' school. I have rarely heard children so well taught to read, as by the efficient mistress of this school.

19th JUNE.—*Wilton*. Seventy-eight boys taught by a certificated master and two pupil-teachers. Poorly supplied with books and school furniture. The school has vastly improved since my last inspection. The clergyman has given great attention to it, and the master stirred up by him and by my unfavourable report last year, has laboured hard and successfully in it. The pupil-teachers have turned out well, and greatly aided in this result. A field-garden of 12 acres has been taken for the formation of an industrial school, and I hope to be able to report the commencement of it next year.

19th JUNE.—*Wilton*. Fifty-four girls taught by a mistress and two pupil-teachers. The building has been enlarged since my last visit to supply a separate room for the infants. I cannot record a favourable impression of the school, but a new mistress having been appointed, I hope to be enabled to do so at my next inspection.

24th OCTOBER.—*Westbury*. Eighty-three boys taught by a master and two pupil-teachers. Well supplied with books and apparatus. The state of this school does infinite credit to the zealous, painstaking, and efficient master, who is ably seconded by his pupil-teachers, on whom, during the illness of the late vicar, the management of it has for some time principally rested. The attendance is remarkably regular, and the school is in such repute as, in some cases, to be attended by the sons of farmers and small tradesmen from other parishes. The pupil-teachers are doing well, and I trust that as a new vicar has been appointed who takes a great interest in the schools, this school will be the means of promoting the cause of education in the surrounding district.

24th OCTOBER.—*Westbury*. Forty-three girls taught by a mistress and three pupil-teachers. This school, which lost its character by the misconduct of the late mistress, has not recovered its numbers or efficiency. From the interest which the new vicar takes in it, I am, however, sanguine of being able to report more favourably next year.

15th NOVEMBER.—*Winterborne Steeple*. Fifty-four boys and girls taught by a certificated mistress. This school recently opened in a parish where there was no school before, will I trust, have made more progress next year.

increase since my first appointment, when two months sufficed for the inspection of schools in London and its immediate vicinity. The increase has been owing partly to the demand for pupil-teachers, of whom 308, and for certificated masters and mistresses, of whom 61, are now employed in the metropolitan districts. At the same time, it is far below what might reasonably have been expected, and the following facts have pressed themselves very strongly upon my attention.

In the first place, there is a large number of schools in all parts of the metropolitan district which require inspection. Some of them are imperfectly organized—ill supplied with books and apparatus—under the care of untrained and ill-educated teachers, preserving a doubtful and precarious existence, by contributions collected with great difficulty from the parishioners. I hear strong and well-grounded complaints of the inefficiency of the instruction, and the irregularity and harshness of the discipline in many schools; and on the other hand of the inadequacy of the funds, and the serious inconveniences incurred by the managers in defraying the annual expenses. In most of these schools nine-tenths of the difficulties would be removed, if they were periodically inspected, and obtained annual grants for the augmentation of salaries, for pupil-teachers, and other advantages offered by Her Majesty's Government.

Various causes have prevented the managers of these schools from making an application. Some are influenced by a dread of interference; in many parishes the managers are strongly opposed to any real improvement in the system which they call education; in a very few instances it may be that the objection proceeds from religious prejudices; but a brief survey of the schools which do now receive large annual grants, will suffice to prove that even extremes of opinion do not prevent clergymen who are really anxious to give a complete and efficient education to the poor of their districts, from availing themselves fully of those advantages, or from welcoming the visits of an Inspector. During 10 years, passed in this district, not a single case has occurred in which any discussion has arisen on the mode of conducting that most important and delicate part of the examination which touches upon the religious instruction, or as to its results. I cannot, therefore, generally attribute the objections entertained by managers of uninspected schools, to religious scruples.

There can be little doubt that, so long as other prejudices to which I have alluded are in active operation, many parishes must remain excluded from any real participation in the benefits of improved education; and will not derive any direct advantage from the Parliamentary grant. There are, however, many cases of a different character, in which the difficulty arises not from the prejudices, but the poverty, of the managers, who cannot afford to pay the stipends which are required to secure the services of efficient teachers, and are unable to procure the books and other materials which

are necessary to bring the schools into a state which would justify the appointment of pupil-teachers. I venture to submit to your Lordships, that the time is nigh at hand when it will be possible to make grants in such cases, in order to enable the managers to surmount those difficulties, and to bring the blessings of knowledge, good discipline, and moral amelioration, to bear upon the most destitute portion of the Metropolitan District. When there is a sufficient supply of good teachers, there will be ample ground for expecting satisfactory results.

With regard to the schools conducted by certificated masters and mistresses, of whom there are 61 in my district, the report which I have to make is, upon the whole, very satisfactory. I have not had the painful duty of refusing to countersign the certificate of any teacher in my district. In two or three cases I have indeed had to complain of a deficiency of energy, either in the maintenance of discipline, or the instruction of the lower classes, and in two instances I did not feel satisfied with the religious knowledge of the children. A notification to the managers of the results of the examination sufficed, in each case, to effect considerable improvements; and I am clearly of opinion that, although great disparity must continue to exist between the attainments and general condition of the children in schools under such various circumstances, the employment of certificated masters, whose capacity we have ample means of ascertaining, and whose exertions are so liberally rewarded, has already produced a marked effect upon the general tone of education, an effect which is likely to be more perceptible in a few years.

At the same time I must record my opinion that the payment of so large an augmentation of salaries to young and inexperienced teachers, who are frequently employed in small and imperfectly organized schools, is a subject that may call for further consideration. It is not easy in such cases, to make a satisfactory report. In two or three instances I have felt much embarrassed, for although it was obvious that the teacher had discharged his duties with zeal and diligence, yet the effect produced scarcely justified the outlay of public money. On the other hand, some of the best, most efficient, and experienced teachers in my district have either failed in the examination for certificates, or have obtained a much lower place, and consequently receive a smaller payment than young men or women whose attainments were creditable, but whose professional ability must unquestionably be represented as inferior. This applies to several masters in my district, but is especially true of the mistresses. It is perhaps an accidental and temporary inconvenience, but I cannot refrain from expressing a strong opinion that length of services, and the amount of work annually done in schools, which may be estimated by the numbers in attendance, and the extent and quality of their education, ought to be remunerated more highly, that the possession of knowledge and talents, which are good qualifications for teaching,

but do not constitute her merits, nor even absolutely secure the success of a mistress. I feel bound to state that, although with equal diligence and good principles, teachers of the highest attainments are generally most successful, yet the comparative efficiency of the schools in my district does by no means exactly correspond with the rank assigned to their respective masters or mistresses in the lists of certificates.

The number of pupil-teachers in my district now exceeds 300,* the number of males and females being nearly equal. I have little to add to the full report which I made upon this most important subject last year. The hopes which I then expressed are much confirmed by what I have since observed. There have been scarcely any failures this year, either from want of attention to their studies, or from neglect of duty. The papers of those pupil-teachers, both male and female, who have reached the third year of their apprenticeship, generally speaking indicate a far higher amount of intellectual attainment and cultivation than has hitherto been observed in the candidates for admission at the various training institutions. There is every reason to expect that those who will be selected as Queen scholars will be thoroughly prepared to benefit by the professional instruction which it must be the main object of the principals of those institutions to impart.

I am happy to say that the examinations in Holy Scripture and other branches of religious knowledge, especially in the liturgy and formularies of the Church, have been even more satisfactory than in former years. I expressed some doubt last year whether the course of religious instruction after the commencement of their apprenticeship is sufficiently comprehensive—whether it keeps pace with the progressive development of their minds. In most cases I am now satisfied that any such apprehensions are groundless. The clergy assure me, and I have had ample opportunities of ascertaining the fact, that a fair proportion of the pupil's time is regularly devoted to the study of the Bible, and such books as are calculated to explain and illustrate its precepts. A course of religious reading, comprehending some important books in the Old and New Testament, is generally proposed at the inspection, upon which I have felt no hesitation to undertake that the examination shall be principally confined at my next annual visit. I have been much struck with the clear and accurate knowledge of the historical and prophetic portion of the Old Testament, and of the evangelical narration, as well as the more practical epistles; which the greater portion of these youths display in the oral and written examinations. It is because I am convinced that these boys and girls are thoroughly conversant with the teaching of the Holy Scriptures, and because I hope that they are to a great extent practically affected by its precepts and doctrines, that I look forward trustfully to the results of the great experiment which has

* There were 308 in November last.

been made through this instrumentality to raise up a class of well-trained teachers, and to provide for the elementary instruction of the working classes.

The proficiency of the children in the various elementary branches of instruction is fairly represented by the subjoined table:—

SUMMARY (A.)

Per Centage of Children Learning at									
Arithmetic, as far as									
Schools Inspected	Nov. 1-49, to 31st Oct.	Number of Children, accounted for.	Average Daily Attendance.	Number of Children present at Examination.	Number of Certificated School-masters or Schoolmistresses.	Number of Pupil-teachers.	Algebra.	Mensuration.	Geometry.
90	20,578	13,474	13,092	61	308		64.43	19.25	23.35

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The numbers in each of the following columns depend upon this column. The results given being those of actual inspection between 1 November, 1849, and 31 October, 1850, are not to be taken as complete accounts of the Inspector's district.

† *Per centage taken on numbers present at examination.*

If the ages of the children are taken into consideration, these results must be regarded as very satisfactory. From the tabulated report it appears that of all the children in these schools,

28 per cent. are under 7 years of age.

17.2	8
16.72	9
14.47	10
10.78	11
8.06	12
3.36	13
1.41	14

I have frequently had occasion to call attention to the remarkable fact that nearly all the boys and girls in my district are withdrawn from school altogether before they reach their twelfth year.

Still I believe that few would suppose that in the best schools of London (for there can be no doubt that these schools rise far above the average of those which are not under inspection), not 5 in 100 have reached that early age. And it must moreover be kept in mind that the few who are above 11½ years old, are for the most part (indeed, as I believe, almost exclusively) the children of small tradesmen in London, and of farmers in the country who are able and willing to secure the advantages of such an education as is given in schools conducted by certificated teachers, with ample apparatus and efficient assistants. It ought to be recognized as a fact of great importance that the children of agricultural labourers and of the poor generally, in town and country, with few exceptions, do not remain in school even until they reach their eleventh year.

In addition to this fact, it must be remembered that the difference between 13,092, the numbers of attendance when I visited the schools this year, and 20,598, the numbers which can be accommodated in them, is not an unfair criterion of the irregularity of attendance in the greater number of them. The schools are for the most part filled, that is to say, the number on the school books falls little short of the number that can be accommodated; but the number in attendance varies in the country districts with the seasons, and in town is influenced by every change in the demand for labour. Indeed it is very difficult to enforce regular attendance in many schools, owing to the bad habits of the parents and their indifference to the education of their children. At the same time I have had frequent occasion to observe that an improvement in the discipline and instruction is immediately followed by an improvement in the attendance.

Another fact, which has also been noticed in my former reports, deserves special attention. The numbers of children who are admitted into the schools, or have left them within twelve months, bear a most remarkable proportion to the total number under instruction. The facts of the subjoined table are exceedingly striking:—

NAME OF SCHOOL.	Have Left within 12 Months.	Have been Admitted within 12 Months.	In ordinary Attendance.
Westminster, St. Margaret's and St. John's . . .	857	430	340
Baldwin's-gardens . . .	661	309	320
Westminster, St. James' . . .	464	431	400
Marylebone, Western . . .	307	329	465
Hoxton, St. John's . . .	593	596	400
Camden Town . . .	302	276	313
Haggerstone . . .	623	643	382
Vincent-square, St. Mary's .	293	351	280
Charter-house, St. Thomas.	2,167	2,001	869
Total . . .	5,367	5,366	3,769

It is only surprising that these schools should produce any satisfactory results under such circumstances. That nearly all of them are remarkable for good order, efficient teaching, and for proficiency in all branches of elementary instruction, is a fact which reflects the highest credit upon the zeal and liberality of the managers and the persevering discharge of laborious duties by the intelligent and able teachers.

With regard to the subjects of instruction, it will not be necessary to enter into any details, the questions connected with each having been fully considered in former reports. I fear that perfect dependence cannot be placed upon the numbers representing the arithmetical knowledge of the children. The tabular returns are of necessity somewhat imperfect, it being absolutely impossible to ascertain whether the actual progress of every class corresponds with the master's statement. In this subject, however, the progress is undoubtedly very considerable, and as none are entered under the higher rules whose knowledge I had not an opportunity of testing, it must be regarded as satisfactory, especially since the numbers include girls as well as boys.

Nearly half the children now learn and have made some progress in geography. This subject is taught with great care and success.

Nearly one-third receive instruction in English grammar. In the lower classes, however, this is merely nominal. I fear that a very small number have learned enough to enable them to analyse easy sentences, or to be of much practical use in after life. As a mental discipline, this study ought to be encouraged everywhere, but it will not be taught well until the teachers are generally more conversant with its principles, and have acquired the art of clear explanation and happy illustration with a more sparing use of technical terms. The number of those who learn geometry, mensuration, and algebra, is nearly as large as could be expected in proportion to the total number of boys above 12 or 11 years of age, while the numbers who learn linear drawing (*viz.*, 4.43 per cent.) correspond very exactly with the same return, which gives 4.77 per cent.

These subjects are taught by masters who are fully competent to carry the instruction to a far higher degree than is likely to be required for many years.

The subjoined table also presents some important facts:—

SUMMARY (B); having reference to Schools inspected between 1 November, 1849, and 31 October, 1850.

Aggregate Annual Income, as stated by Managers.					
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources.	TOTAL.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1,186 0 11	6,894 3 0	2,741 2 9½	3,975 1 6½	1,177 15 11½	15,874 4 2½

SUMMARY (B).—continued.

Aggregate Annual Expenditure, as stated by Managers.											
Salaries of Teachers.			On Books and Stationery.			Miscellaneous Expenses.			TOTAL.		
£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
8,877	15	3½	1,508	13	0½	6,301	6	11½	16,587	15	3½

The average expense of instructing boys and girls in our best schools appears to be little more than 1*l.* per head. This, however, does not include grants from your Lordships. A large proportion of children in the best schools pay 2*d.* weekly, and many from 2*d.* to 6*d.* The total income from school pence at present amounts to one-fourth of the aggregate annual income of the schools. In some of the best and most liberally conducted schools in my district this source of income is sufficient, with the assistance of grants from the Government, to defray all the current expenses. It is not unreasonable to expect, that, with proper management, an increasing number of schools, in districts where subscriptions are collected with great difficulty, will become nearly, if not quite, self-supporting.

This, however, can only be the case where the managers secure the services of able and well-trained teachers. One of the most successful experiments has been made in the district of St. Thomas, Charterhouse, where a vast number of boys and girls are educated upon a most efficient system, with a trifling annual expenditure beyond what is defrayed by the school pence. A similar result has been achieved in some agricultural parishes, among which I would especially point to Marston Mortaine, in Bedfordshire. In both the schools which I have just named, and in several others, there is a considerable proportion of children belonging to rather a superior class, who are mixed indiscriminately with the other pupils, although the parents make weekly payments upon a scale determined by the managers. This important effect has not been accomplished without great exertion and pecuniary sacrifices on the part of the clergy at the first establishment of the system; and I am of opinion that the Diocesan Boards of Education, and other bodies or individuals interested in the improvement of schools, could not employ their resources in a more profitable manner than by assisting school managers in poor districts to pay the salary, without which no certificated teacher can be expected to take charge of a large school. A grant from any quarter should of course be made contingent upon the success of the system, as tested annually by the increased income arising from school pence, and by the proficiency of the pupils in all elementary branches of instruction.

No change of any importance has taken place in the organization of the schools of my district since last year. There is, however, a progressive improvement in the classification of the

children, and in the arrangement of their lessons, more especially in those schools where some of the pupil-teachers have reached the third or fourth year of their apprenticeship. It is found quite practicable for a master with a fair number of pupil-teachers to carry on the instruction of the school without leaving any class to the charge of monitors. I regard the employment of untrained monitors, when the proportion of pupil-teachers amounts to one for 40 children, as an indication of want of energy, or want of skill, in the master. Persons, however, who have been habituated to the old system find it difficult to throw themselves heartily into the work. They have much to learn, and much to unlearn. Their collective or simultaneous lessons frequently betray an untrained or imperfectly instructed mind, and they rarely make sufficient use of the apparatus, the black-boards, and parallel desks, which are indispensable and invaluable instruments in the hands of an efficient schoolmaster.

I stated last year that in some schools an attempt would be made to instruct the children, who are very irregular in attendance, in separate classes. I have reason to believe that this system, carried out with due precautions, will produce satisfactory results; but I have not yet been able to collect sufficient facts to justify a special report on this subject.

Little progress has been made as yet in the industrial training of boys or girls. There are, however, many indications of a state of feeling among managers which induces me to believe that an industrial department will ere long be generally regarded as a proper or necessary appendage to a national school. The principal obstacle appears to be the expense, which has hitherto been incurred in the establishment of this department. Nothing can be more satisfactory than the returns which are made by the managers of the schools at Finchley. In that institution admirable arrangements are made to instruct the girls in all branches of domestic economy. The laundry, kitchen, and other offices are constructed upon the most approved system. The girls prepare their own meals occasionally, and are carefully instructed in manuals published by the managers. Allotments are cultivated by the boys, whose parents receive the produce, and are thereby induced to keep them in school far beyond the usual age. At Highgate, also, where the schools are now in a very satisfactory state of efficiency, a large sum has been raised by the parishioners, who intend to purchase some acres of land for allotments to be cultivated by the boys, and to erect complete offices for the domestic training of the girls. In both these parishes the magistrates possessing property, and residing in or near the district, have expressed a lively interest in the success of the experiment, and have contributed liberally both towards the first establishment and annual maintenance of the institution. I have been informed that his Grace the Duke of Bedford, by whom the schools in

many parishes of my district are mainly supported, has offered assistance to those school-managers who wish to introduce a similar system in agricultural parishes. In London it is very difficult to find any industrial employment for boys in national schools which would not interfere with their studies, already so limited and imperfect, although it is generally believed that a more practical character ought to be given to their education. In some girls' schools the pupil-teachers, assisted by the elder girls, prepare simple articles of food, especially for sick persons, under the superintendence of the mistress, and the theory, or rather the practical applications of domestic economy, sometimes form the basis of useful and interesting lectures. A great improvement may be expected when the subject becomes better appreciated, and more thoroughly understood.

The attention of the clergy has been especially directed to the various evils resulting from the imperfect education of the poor, owing to the early age at which the children are withdrawn from school. It is probable that evening schools will be opened in many parishes, in which boys between 12 and 17 years of age will be enabled to continue the instruction they have received in national schools, and adults or youths of both sexes may supply the deficiencies of early education. The London Diocesan Board of Education is now issuing circulars, offering to assist in the establishment of such schools. This is a very important work, and, if carefully carried out, is likely to produce valuable results. There are some considerations which induce me to bring the subject before your Lordships. I fear that in many parishes the national schoolmaster and mistress will be expected to conduct these schools. This may lead to very serious evils. I am convinced that no master who has the charge of a large school and of pupil-teachers can undertake such a work without danger of impairing his constitution if he be a conscientious man, or of neglecting his other duties. But it would be an unmixed benefit if a second master, with a certificate of merit, were employed in such cases to assist in the day-school, and to conduct the evening-school. I venture to submit to your Lordships that some regulations might advantageously be made to prevent any abuses, and at the same time to aid school-managers in carrying out this most important object.

My Lords,

I have the honor to be, &c.,

F. C. COOK.

To the Right Honorable the
 Lords of the Committee of Council on Education.

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TABLED REPORTS, in detail, on Schools inspected by the Rev. F. V. Cook, for the Years 1849-50.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Ordinary Attendance.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organization. 7. Special.	4. Instruction and Discipline.
1. Bloomsbury St. George's . . . Girls'	1849 7 Nov.	122	53	97					
2. Paddington Green, St. Mary's . . . Girls'	8 Nov.	134	87	115	123				
Boys'	9 Nov.	204	91	113	186				
3. Bloomsbury St. George's . . . Boys'	12 Nov.	120	132	106	130				
Pancras, Gord ure, All Infants	13 Nov.	94							
	6 Nov.	80							
Bl Gec	9 Nov.	200							

5. St. George's in the East . Ch. Ch. Boys	20 Nov. 127	65 205 140	This is a very handsome and well arranged school-room, with good supply of books, maps, and all necessary apparatus. The boys are well classified and instructed by master and pupil teachers. The master is certificated, and has considerable experience in National school keeping, although a young man. The boys in this school belong to a respectable class of society, and pay larger school fees than usual. There is consequently a surplus income which is partly applied to the maintenance of other schools in this populous and very poor district. A very good school room. The arrangement of desks may be much improved. Good supply of books, &c. The girls are well and carefully instructed in the usual elementary subjects by a very intelligent and well informed certificated mistress.
6. Westminster, Blue Coat	22 Nov. 86	21 23 82	1. The arrangement of the school may be very much improved. Good supply of books, &c. 3. Not satisfactory. There are two masters for 88 boys, but eight monitors are employed, to the great injury of the 1st class, and with little or no benefit to the younger boys. 6. The second master is certificated, he is a well educated and well trained teacher, from St. Mark's. 7. This school is of a peculiar character: 52 boys are clothed, and the instruction is gratuitous. The augmentation of salary to the second master under these circumstances ought not to be continued after the present year.
7. Mary-le-bone, Eastern Girls	26 Nov. 134	129 114 130	The arrangement of desks may be much improved. Books, maps, &c. are liberally supplied. Each division of the school is efficiently instructed by the mistress and her pupil teachers. The school is in excellent order; the instruction is thoroughly good, especially in the upper classes. 6. The mistress, who is certificated, is an excellent teacher, and has conducted the school in the most satisfactory manner during many years. Several of her pupil-teachers have entered training institutions, and some have obtained high certificates of merit.
8. Holloway, St. John's 97 Nov.			The school appears to be in a satisfactory condition, but I was not able to recommend the candidate for apprenticeship, and must delay the report until a future occasion.
9. Westminster, Margaret's and St. John's . . Free Boys	29 Nov. 208	223 260 200	1. The school is much improved since last year by a class-room with parallel desks. Books, maps, &c., are well supplied. 3. The boys are well classified, and efficiently instructed by the mistress, assisted by pupil teachers. 4. The order is remarkably good, considering that the children belong to the poorest class, and are gratuitously instructed. 5. and 6. The master, who is certificated, is an excellent teacher, with a clear insight into the principles, and practical skill in the art of teaching. 7. This school may be represented as a very successful attempt to give good instruction to the children of the poor, and at the same time to reform their habits.
Westminster, Free Girls	30 Nov. 149	134 176 140	1. The arrangements are not sufficient, and may be much improved. 2. The supply of elementary books ought to be much increased, pictures of common objects are wanted. 3. The mistress has hitherto been assisted by young monitors, but will henceforth be assisted by three pupil-teachers, so that she will be able to conduct the instruction of all the classes on a satisfactory plan. 4. The children behave very well, are quiet and obedient. 5. The mistress takes an active part in the instruction of every class: she is an intelligent, well educated, and conscientious teacher. 6. This school, which is held in the same room as the preceding, is also intended for the children of the poorest families, and although many of the pupils are ragged, and at first entrance very dirty, they appear to improve rapidly in habits and character under the influence to which they are subjected.
10. Camden Town, Boys	3 Dec. 179	202 223 187	1. The school-room is handsome and well arranged, but more desks are wanted. 2. There is a good supply of books and maps. 3. The arrangements for teaching the several classes are judicious, and though young monitors have hitherto been necessarily employed, they have been better trained than usual. With an increased number of pupil-teachers it may be expected that the school will be thoroughly efficient. 4. The order is remarkably good. The methods show skill and great care. The master is certificated; he is a well informed and excellent teacher.

Annual Report, in detail, on Schools Inspected by the Rev. F. G. Cook—*continues*.

NAME of SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
11. Baldwin's Garden Boys.	1849 5 Dec.	190	162	194	210	1. The arrangement of forms is peculiar and novel. Each of the four first classes is seated on three parallel forms slightly raised. This gives considerable power to the teacher. There is also a good set of parallel desks, class-room, &c. 2. A abundance of books, maps, and apparatus. 3. The proportion of teachers is unusually large, a master, an adult assistant, four pupil-teachers, and three well trained monitors. Each class is carefully and efficiently instructed. The discipline is good. The master is certificated; he was educated in the school and trained at St. Mark's, and is a thoroughly conscientious and efficient teacher. This school is in a most satisfactory condition. The mistress has a high certificate, and shows equal skill and energy in the management and instruction of her pupils.		
12. London, St. Sepulchre's. Boys.	6 Dec.	120	99	115	110	The arrangement of the school-room has been much improved, by groups of desks and other alterations. The supply of books ought to be increased. The discipline is not satisfactory. Arithmetic is taught with great skill and success, but the reading is not good, nor is the religious instruction sufficiently accurate or comprehensive. The master is certificated, he is a man of considerable attainments.		
13. Paddington, St. John's. Boys.	20 Dec.	176	98	118	163	The school-room is improved, but there is not sufficient accommodation at the desks. Books, maps, &c. are liberally supplied. The boys are well classified, and the instruction is good in each division. The master has an adult assistant and well trained apprentice. He is certificated, and is a skillful and successful teacher. The school is conducted on a liberal and efficient system under the management of the committee.		
Girls.	21 Dec.	92	84	80	98	The arrangement of the school-room may be much improved. There is a good supply of all necessary apparatus. The mistress with two pupil-teachers and assistant, conducts the instruction of all classes with equal care. She is a diligent and conscientious teacher.		
14. Chelsea, Trinity. Upper. Boys.	1850 15 Jan.	184	165	150	202	The school-room is spacious and convenient, but the arrangements may be much improved. There is now a very good class-room with double row of desks on a good plan. A larger assortment of reading books is required in the lower classes. The master conducts the school with great care assisted by pupil-teachers, but the mixture of pupils attending irregularly and for short periods considerably retards the progress of the more steady children. It may be expected that an improved classification will considerably increase the efficiency of the system. The discipline is not over strict, but apparently excellent in its moral effects. The master is certificated, he is a thoroughly respectable and conscientious teacher.		
Girls.	16 Jan.	93	123	105	104	The desks are not well arranged and they are not sufficient for the necessary lessons. There is a good supply of books, maps, &c., and the several classes are well and carefully taught by the mistress and her pupil-teachers. The discipline is not perfect, but the children are attached to the teacher and are generally obedient. She is a person of exemplary character and an efficient teacher.		

15. Vincent Square, St. Mary's, Girls	17 Jan. 124	199	220	180	210	26	The school has been lately opened. The room is well built, but the arrangements are not yet completed. The mistress is certificated, but has not yet been in the school sufficiently long to be responsible either for the prudence or defects of the instruction. There is every reason to hope that it will be a good school.
16. Westminster, St. James's (Piccadilly) Boys	22 Jan.	199	220	180	210		The arrangement of the desks, &c., may be greatly improved. The supply of books, slates and other apparatus, should be increased. The master and assistant with pupil-teachers are able to give efficient instruction to all the classes. The discipline is rapidly improving. There is a judicious mixture of collective and simultaneous teaching with instruction in classes. The masters are both certificated, they are able, well informed, and diligent teachers. It may be hoped that this large school will soon be raised to a high state of efficiency.
23 Jan. Girls	205	244	251	190			There is one group of parallel desks, which are conveniently arranged, but not sufficient for so large a school. A fair supply of books. The instruction is conducted by a mistress, an adult assistant and five pupil-teachers. The children are properly classified, they are quiet, orderly and attentive to their work. The mistress is a person of great respectability, and the school is in a satisfactory condition. A class-room or a second school-room is much needed.
17. Chelsea, St. Luke's	28 Jan.	178	100	160	200		There are two school-rooms, one of which is well arranged with parallel desks. The supply of books, maps, &c., is sufficient. The upper school is kept in good order, and well instructed by the master with two pupil-teachers. The system in the second school is inefficient, and ought to be entirely remodelled. It is under the charge of a pupil-teacher, who, though intelligent and apparently well trained for his age, is not equal to such a position.
18. Stepney, St. Peter's	29 Jan.	90	105	105	90		The arrangement of the desks is not good, and should be altered. There is not a sufficient supply of reading books. Owing partly to the long illness of the pupil-teacher and to other local circumstances, the school is not in so satisfactory a condition as I have found it on former occasions. The master is certificated. He is a diligent and thoroughly conscientious teacher.
19. Stepney, St. Thomas Boys	30 Jan.	166	279	142			There are six rows of parallel desks, but the arrangement, dimensions, &c., are not very convenient. The supply of reading books, especially in the lower classes, is insufficient. The teaching power is considerable, and well distributed; and the classes are well managed and instructed, considering the great and peculiar difficulties which the school presents. The opposite table shows that 279 have been admitted within the year, the total attendance being 142. The master, who is certificated, is an energetic and skilful teacher. The drainage is remarkably bad, not owing to any negligence of the school managers, but to the management of the Commissioners of Sewers, who have been applied to repeatedly, but in vain.
31 Jan. Girls	130	112	208	125			A good school-room well arranged for class instruction, but without sufficient desks for collective teaching. No sufficient reading books for the lower classes. The mistress is efficiently assisted by good pupil-teachers, with an improved arrangement of classes, monitors might be dispensed with. The order is remarkably good, the girls cheerful, attentive and obedient. The mistress is certificated. She is a good teacher; and the school increases rapidly in numbers, and is evidently in a state of progressive improvement.
20. Soho, St. Anne's	1 Feb.	123	30	52	133		1. The arrangement of desks may be very much improved, there is not sufficient accommodation for writing or collective teaching. 2. A larger supply of books, maps, &c., is needed. 3. The master with three pupil-teachers ought to carry on the business of the school far more efficiently. Elementary subjects are taught with tolerable success, but the school is not in a satisfactory condition.
22. Islington, St. Mary's Boys	5 Feb.	137	140	97	135		The arrangement of the desks, &c. may be improved, but the alteration may be deferred until next year. There is not at present a sufficient supply of reading-books, but the managers have applied for a grant. The master and four pupil teachers are assisted by two monitors. They would do better with an improved arrangement of classes. The order is now remarkably good. The collective teaching, and most of the class-lessons, show skill and good training. The master has obtained a certificate this year.

Tabulated Report, in detail, on Schools Inspected by the Rev. F. C. Cook—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.
						5. Methods.	6. Master and Mistress.	7. Special.	
23. Islington, St. Stephen's Boys' .	1850 7 Feb.	108	102	120		The desks are not well arranged. Fair supply of books and maps. The school is conducted by the master, one pupil-teacher, the son of the master, and four monitors. This is an improvement upon the former system, but is not very efficient. The master is a careful and experienced teacher, and the school is not in an unsatisfactory condition. The desks are not sufficient. Maps and drawings much wanted. The school is conducted by a mistress, apprentice, and monitors. The children behave well, but the instruction is confined to elementary subjects, partly because the children are so young. It is remarkable that the girls in this parish are withdrawn at an earlier age than is usual in the Metropolitan district. I am inclined to believe that a more efficient and extensive system of instruction would produce more satisfactory results.			
24. Raywates, Boys' .	13 Feb.	139	160	137	160	The arrangements are tolerably convenient; good supply of books, maps, &c. The instruction, conducted by master and pupil teachers. The present master has been appointed since Christmas, and the school, which was formerly conducted by a very able and diligent master, has not recovered from the effect of two changes in the course of six months.			
25. Whitelands, Practising .	19 Feb.	107	73	139	100	See Special Report on Whitelands.			
26. Whitelands, N. S. .	"	"	34	75	70	See Report on Whitelands.			
27. Mary-le bone, St. Mary's (Western) Boys' .	20 Feb.	272	137	163	272	The school-room is very spacious and lofty but the arrangements might be much improved. Books and all necessary apparatus are liberally supplied. The instruction has hitherto been given by a master and assistant, and young untrained monitors. A very insufficient and unsatisfactory organization. The boys are obedient and in excellent order. The collective lessons, and that part of the teaching which can be directly superintended by the master, appear to be good; but the methods in the lower classes are not efficient. The master is an experienced and conscientious teacher. With pupil teachers, an assistant master, and such alterations as have been approved by the managers, it may be hoped that this large school will be raised to a satisfactory degree of efficiency.			
Girls' .	Feb. 20 & 26.	167	99	73	170	A large room arranged for the monitorial system. Considerable alterations are needed, and will be made without delay. Large supply of books, &c. The school has hitherto been conducted in classes, under one mistress, two paid assistants, and monitors. The organization will be remodelled on the appointment of pupil teachers. The discipline appears to be good and improving. The mistress is a well-informed, intelligent, and very conscientious teacher, and there is every reason to hope that the school will be conducted with skill and success. It was formerly in a very unsatisfactory state, the instruction was inefficient, and confined to elementary subjects. A great improvement has already taken place.			
29. Westminster, Christchurch . Boys' .	21 Feb.	125	70	112	165	The school-room is handsome and the arrangements are convenient for class teaching and simultaneous lessons. There is not a sufficient supply of reading books for the lower classes. The organization may be improved when the pupil teachers are better qualified to take charge of their several divisions. There is too much noise, but the boys are obedient to the master. He is an experienced and very diligent teacher, and is certificated.			

Girls' . . . 5 Mar.	90	26	33	90	The school-room is not very convenient, and the arrangements may be improved. Books, maps, &c. are abundantly supplied. The mistress is efficiently assisted by intelligent and well-trained pupil teachers. The order is good, and the methods show care and skill in the mistress, who is a good teacher. The religious instruction is comprehensive and accurate.
Boys' . . . 4 & 5 Mar.	143	53	53	130	The arrangement of desks is not bad, but may be much improved. A plan has been submitted to the Committee, and will probably be adopted. A large supply of books and maps. The master and pupil teachers, who are clever and well trained, conduct the school with considerable energy. The boys behave well. The methods of teaching reading and penmanship are not satisfactory. The instruction is good in other subjects, and the boys are well acquainted with the doctrinal and practical truths of Christianity.
30. St. Pancras, Christchurch. . . . Girls' . . . 6 Mar.	125	139	142	127	The desks are not well arranged. Good supply of books, &c. The pupil teachers are so much like monitors, and considerable improvement may be made in the organization of the classes. The girls are well instructed in the Holy Scriptures, and in the formularies of the Church of England.
Boys' . . . 7 Mar.	180	163	194	180	The arrangement of the desks is inconvenient, excepting for penmanship, and ought to be altered. Liberal supply of books, maps, &c. The organization is that of a national school on the monitorial system, and should be remodelled in order to give the pupil-teachers fair opportunity of learning their art. The boys are obedient, but there is too much noise in the school, and some loss of time. The master is diligent and experienced. The amount of secular instruction might be considerably increased without detriment to the religious knowledge of the pupils, which is satisfactory.
31. Saffron Hill, St. Peter's Girls' . . . 8 Mar.	73	89	171	74	This school is intended for young children, and may be regarded as a preparatory institution in connection with the two large schools in Baldwin's Gardens. The children acquire habits of good order and neatness, and are well instructed in elementary subjects and in Holy Scripture by a certificated mistress and two pupil-teachers.
33. Pimlico St. Michael's Boys' . . . 11 Mar.	111	132	172	130	A handsome and expensive building, but not at all convenient in form and arrangements. Every possible improvement will be made by the managers, who are only anxious to carry on the school on the most efficient system. Books, maps, and all necessary apparatus are supplied in abundance. The organization of the school is not satisfactory at present, nor are the discipline and instruction by any means equal to the just expectations of the managers. It may be hoped that a great improvement will be manifest at the next examination.
34. St. Martin's-in-the-Fields Boys' . . . 12 Mar.	249	127	126	250	There are not sufficient desks. Good supply of books and apparatus. The boys are arranged and classified on the monitorial system, but instructed by an able master, an adult assistant, and a large staff of pupil teachers. The favourable reports upon this school given in preceding cases continue to be deserved, although the average age of the boys is two years lower than at the last examination. This circumstance is attributed to the regulations which regard the annual admission of pupils.
35. Hoxton, St. John's Boys' . . . 14 Mar.	228	353	376	320	It may be improved by a larger supply of desks. Good supply of books, &c. The teaching is not properly distributed. The discipline is not in a satisfactory state. The manager has very considerable improvement in all important points must be observed, in order to justify the terms and the augmentation of salary to the master, who is certificated. The pupil-teachers are well instructed; they are intelligent and industrious boys. The arrangements in the large and handsome room are not inconvenient, but may be improved. A large supply of books, maps, and apparatus. The classes are well instructed by the mistress and other pupil teachers, who are well trained and intelligent. By some regulations in the system they may dispense with monitors. The discipline is remarkably good, obedience with cheerfulness and activity. The mistress, who is very young, was trained at perfect order and promptness. She deserves great credit for conducting this school in the most satisfactory manner. Whitefields and is certainly to be seen by referring to the age of the children and the numbers admitted within the year.
Girls'					

Tabulated Report, in detail, on Schools Inspected by the Rev. F.C. Cook—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.				
Pimlico, St. Michael's Girls.	1850 18 Mar.	116	66	150	120	<p>See remarks on March 11. The arrangement of desks may be much improved. Good supply of books, &c. The mistress has hitherto had no assistance but that of monitors with pupil teachers; the classes may be well instructed. The order is good and the methods show care and skill, and the instruction in the lower classes is very satisfactory. It may be expected that various difficulties which have hitherto retarded the improvement of the elder girls, will be overcome by the mistress, who is a diligent and skilful teacher. The religious instruction of the school has received proper attention.</p>		
36. Baldwin's Garden, Girls.	19 Mar.	97	118	109	108	<p>1. Well arranged. 2. Very good supply. 3. The children are well classified and receive due attention in each division under four pupil teachers. 4. The discipline and instruction are equally good. 5. The methods show care, skill, and good training. 6. The mistress has a high certificate. 7. The school is in a thoroughly efficient and satisfactory condition.</p>		
Boys.	20 Mar.	209	173	184	200	<p>1. Convenient. 2. Good supply. 3. Master and two extra teachers, four pupil teachers and one candidate. The classes are well arranged; the teaching power is well distributed. 4. Appears to be very good. Punctuality is enforced without punishment. 5. Indicate care and skill in the master. 6. Highly favourable. 7. The school presents the greatest difficulties (see ages and attendance), but it is conducted with great success.</p>		
St. John's Wood, St. John's Girls.	21 Mar.	100	144	115	100	<p>1. Very good. 2. Good supply. A greater variety of easy reading books is required for the lower classes. 3. The school is efficiently taught by the mistress and three pupil teachers. 4. Appears to be very good. 5. Satisfactory: the reading in the lower classes may perhaps be improved, but it is difficult to speak positively, owing to the irregular attendance. Highly favourable. 7. The instruction in this school has been exceedingly good for many years, but it appears that the numbers in attendance have a tendency to decrease; the average age of the first class diminishes, and the attendance is moreover very irregular. The mothers are chiefly laundresses, and it appears that they remove the girls altogether when they have learned reading and the elements of arithmetic, and in the mean time keep them from school on the slightest pretext. The instruction seems to be practical as well as comprehensive, considering the age of the girls and their attendance.</p>		
Patoad, St. John's Boys.	29 Apr.	84	35	33	77	<p>1. Much improved since last year: the school is now conveniently arranged. 4. Apparently very fair. 5. Show skill and care. 6. The same as on former visits. He appears to be up able and conscientious teacher. 7. The school is in an efficient and satisfactory condition.</p>		
in Town Boy	Apr.	179	179	127	183	<p>I have examined the school sufficiently to certify that it is well and efficiently conducted, and that the pupil teachers are well trained, but the candidates and teachers were quite tired before I could complete my examination, which extended to two large schools. I will, therefore, reserve a fuller report until I sign the master's certificate. In the mean time, the candidates may be safely appointed and the apprentices may be paid.</p>		
Girl		125	123	149	149	<p>Well arranged and complete. 2. Good supply. 3. The teaching power is nearly sufficient and well distributed. Some alteration of system is required to prevent the ill effects of irregular attendance on the part of many girls. 4.</p>		

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Tabulated Report, in detail, on Schools Inspected by the Rev. F. C. Cook—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.							
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	6. Master and Mistress.	7. Special.
46. Bethnal Green, St. James's	1850 16 May	153	76	84	148	1. Conveniently arranged. Parallel desks, &c. 2. Good supply. A grant has been made. 3. The master is assisted by three good pupil-teachers, and the system is efficiently worked. 4. Remarkably good—excellent. 5. Show great care and much skill. 6. A most respectable and diligent teacher; he possesses great influence over the boys and deserves high commendation for his faithful discharge of his duties. 7. The pupil-teachers have been well trained and the school is in a highly satisfactory condition.						
47. Bethnal Green, St. Peter's			97	119	145	1. Fair. 2. Good supply. 3. The teaching of the several classes is efficiently conducted with the help of pupil-teachers; without them the school would be disorganized. 4. Very good. 5. Good. 6. A very industrious, skillful, and successful teacher; he deserves great credit, having remained in the school three years, contending with the greatest difficulties, which he has nearly surmounted. 7. This is a very good example of the good that may be effected by a well-trained young man with the assistance of pupil-teachers.						
48. Bethnal Green, St. Matthew's		142	167	130	230	1. Well arranged and complete. 2. Good supply. A grant has been made. 3. There ought to be sufficient teaching power, but the work does not appear to be well done in the lower classes. 4. Not satisfactory, but the difficulties are very great. 5. Require considerable modification in order to keep the several classes actively employed. 6. Industrious and experienced teacher. 7. The attendance was much smaller than usual when I visited the school, it being found impossible to collect a larger number in the Whitsun week. With the exception of writing, including dictation, and arithmetic, which subjects are well taught, I am not satisfied with the progress of the boys; at the same time it is evident that a great improvement has taken place, more is learned, and the boys are more intelligent. The pupil-teachers have also worked hard, and are much improved. Attention should be particularly directed to the reading, which is indistinct and inaccurate; to the discipline, which is not at all perfect; and to the details of method in the several divisions of the school. The room would be much improved by windows in the roof. It would be advisable to make a grant for this purpose. The statement of accounts is imperfect, it does not include the children's pence.						
49. Haggerstone, St. Mary's . . . Girls	23 May	159	228	238	152	1. The forms are not convenient, but it would be difficult to alter the arrangement. 2. Supply not sufficient. A large number of easy reading books wanted immediately, also slates. 3. The school is well conducted by a mistress with three pupil-teachers. 4. Apparent neglect. 5. The teaching in the several classes is careful and efficient, but there are no collective lessons, and the children do not do justice to themselves or to their teachers in answering questions. 6. A conscientious and able teacher. 7. A grant for reading books would do much good. An open space should be left in front of the parallel desks. Considering the ages of the children, and the remarkable fluctuations of attendance, the school is in a very satisfactory condition, and deserves great credit on the industry and ability of the mistress.						
Boys	24 May	222	305	405	230	1. Fair, much improved by parallel desks. 2. The supply of reading books is not sufficient. 3. The master is efficiently assisted by three pupil-teachers, and the business of the school is well conducted. 4. Very good. 5. Show great care and considerable experience. 6. A good, conscientious, and able teacher. 7. The school has been conducted with extreme care, and it is in a very satisfactory condition.						

50. Twickenham	Boys'	27 May	102	15	45	105	1. Very fair arrangements. 2. Fair supply. 3. Two divisions, the first consisting of 30 boys who pay 8d. weekly, the second of 80, who pay 2d. and 2d.; the two divisions appear to be instructed with equal care by the master with his three pupil-teachers. 4. Fair, not very strict, but substantially good. 5. Satisfactory. 6. A well informed and conscientious teacher. 7. It should be remarked that the payments of the boys are made directly to the master. Although it is evident that he does full justice to the divisions, (see note on organization,) I think this arrangement very questionable in principle. It would, generally speaking, be safer to let all money pass through the hands of the managers. I found it difficult to estimate the attainment of the first division, but am quite satisfied as to the general efficiency of the instruction. There can be no doubt that the school effects much more good under the present system than formerly; it has however been long one of the best schools in the neighbourhood of London. N. B.—The girls' school was not inspected.
51. Bethnal Green, St. Bartholomew's	Boys'	23 May	179	233	264	184	1. Conveniently arranged. 2. Good supply. A large grant was made the year before last. 3. The school is conducted by the master and three pupil-teachers. 4. Good. 5. Satisfactory. 6. Very favourable. 7. The apartment rented for the master is not occupied by him, but by a family who pay rent. He is unmarried and resides in a large house. This appears to be contrary to the intention of their Lordships in making a grant. 8. The boys in the first class pay 7d. the other boys pay 2d. This has some effect upon the classification of the school, which should be carefully watched. The school appears to be in a satisfactory state of efficiency.
	Girls'	3 June	87			90	1. Tolerably good. Desks arranged against the wall. 2. Supply of books not sufficient; a grant should be applied for without delay. The books used in the first class when I inspected the school, were borrowed from the boys' school. 3. The school is conducted by the mistress, one pupil teacher, and two girls candidates for apprenticeship. 4. Appears to be very good. 5. and 7. The school appears to have been well instructed and managed by the former mistress. It is now under the charge of a very respectable person who is about to leave at Midsummer. This is of course a great disadvantage to the pupil teacher, and I do not think that it would be advisable to apprentice other pupil teachers until a permanent appointment has been made. I have therefore not recommended the candidates, although one is appears to be a deserving girl.
52. Datchett	Girls'	5 June	92	26	33	90	1. Not sufficient desks, other furniture sufficient. 2. Good supply. A grant for books and maps has been made. 3. Mistress conducts the school efficiently with three pupil teachers. 4. Appears to be very good. 5. Satisfactory. 6. A very intelligent and skilful teacher. 7. The school would be improved by parallel desks.
53. Hanwell	Boys'	6 June	111	46	48	112	1. Not convenient; no great improvement in the present school-building. 2. Fair supply; some additions needed in the lower classes. 3. The classification seems to be good, and the school is conducted efficiently by the master, mistress, and two pupil-teachers. 4. Appears to be very good. 5. Satisfactory in most subjects. 6. The master appears to be an industrious, skilful and successful teacher. 7. The reading map has been introduced, but the instruction is generally speaking, efficient and comprehensive. The school is altogether in a very satisfactory state.
54. Langley Marsh	Boys'	10 June	51	5	11	50	1. Tolerably convenient; but the arrangements may be improved. 2. Good supply of books. Not enough maps. 3. The classification of the boys is not satisfactory. The master and pupil teacher ought to manage the instruction better than at present. 5. Mixed. 6. He appears to be a good man, but deficient in the power of adapting his teacher to the capacity of the children. 7. The school is not in an unsatisfactory condition, compared with others in agricultural parishes, but great improvements in the methods and the system of instruction are necessary in order to make it a fit place for the completion of the training of the pupil-teacher. The reading is not good; the classification is not perfect; and the discipline is deficient in accuracy and system.
	Girls'	"	59	18	29	55	1. The desks are not sufficient; a group of parallel desks is absolutely wanted. 2. Good supply of books and maps; a grant has been made. 3. The school is well conducted, classified, and managed by a mistress and pupil teacher. 4. Appears to be good. 5. Show great care and experience. 6. A very good, conscientious, and able teacher. 7. The school is one of the best in the country district. The instruction is more comprehensive than usual, and the moral faculties of the girls are carefully trained and developed.

* The subject has been taken into consideration, and a satisfactory explanation has been given by the managers. It ought, however, to be regarded only as a temporary, and, in itself, an undesirable arrangement.

Tabulated Report, in detail, on Schools Inspected by the Rev. F. C. Cook—continued.

NAME or SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Pests and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.
						5. Methods.	6. Master and Mistress.	7. Special.	
55. Iwer . . . Boys'	1850 11 June	44	7	30	45				1. Very good arrangements. 2. Good supply. 3. The master teaches the boys in three classes with one assistant, now a candidate. 4. Remarkably good; perfect order with great cheerfulness. 5. Excellent; a due mixture of collective, simultaneous, and individual teaching. 6. Mr. Bryan is an excellent teacher, full of energy, well trained, and evidently fond of his work. 7. This is a remarkably good village school. It was in a very unsatisfactory condition when the present master came, and it appears to be indebted to his talent and energy for its success. 8. The discipline is not lower classes. 3. The school is conducted in three classes, by mistress and pupil teacher. 4. The discipline is not satisfactory, and the methods may be much improved. 5. She is a well-informed intelligent woman, and is undoubtedly a diligent and conscientious teacher. I cannot answer for her energy or power over her pupils. 7. It is my impression that the mistress has conducted the school with care and intelligence; in many important respects it is above the average of schools in agricultural parishes, and with more attention to details of methods and discipline a great improvement may be expected.
56. Stoke Poges, Boys'	12 June	61			55				1. Not sufficient. 2. Good supply. 4. Appears to be tolerably good. 5. The master has given great satisfaction to the managers and is said to have conducted the school with care. 6. The instruction in the two first classes is satisfactory. I cannot report so favourably upon the lower classes; it does not appear to me that the instruction is sufficiently energetic and systematic. 7. The arrangement of the desks may be much improved. 8. A group of parallel desks ought to be put in the school. 9. Good supply. 3. The school is well conducted; three classes by the mistress and her apprentice. 4. Appears to be excellent. 5. Shows good training and care. 6. A very intelligent and painstaking teacher. She deserves encouragement. 7. The school is in a very satisfactory condition. The pupil teacher and her young mistress appear to have a strictly attention, and to conduct the school with skill and zeal.
57. Colnebrooke Boys'	13 June	27	24	48	86				1. Moderate. 2. Insufficient supply of reading books; this has seriously affected the schools. Very few Bibles; had supply of slates. 3. Imperfect. There are ample means of teaching, but not well applied. 4. Appears to be moderately good. I perceive no symptoms of methodical teaching. 5. It appears to be a well informed man, but to have little experience or skill in the instruction and management of children. The circumstances of the school have been quite changed since I last examined the pupil teachers. At present the boys are instructed separately, though in the same room. The master has only 30 pupils upon an average in attendance under his charge. He is not responsible for the division which comprises the 45, and in fact, the pupil teachers are entirely confined to the boys. It is evident that they have no opportunity of learning how to manage or instruct large classes, or in fact of acquiring proper knowledge of their business. If one of them be allowed to conduct, it should be under protest; and since the parish is exceedingly poor, has made great efforts to build the school, and to maintain it; and has suffered by two changes of clergymen within the last six months, it would be perhaps but just to allow a further trial of one year.

58. Staines . . . Boys' . . .	14 June	100	37	46	95	1.	Much improved. There is a good classroom with parallel desks. 2. Fair supply for the lower classes. 3. The boys are well classified, and the instruction is efficiently conducted by the master and the pupil teachers. 4. Appears to be very good; collective lessons to the upper classes twice a week and to the others in succession. 5. A good conscientious teacher. 6. A good conscientious teacher. 7. The improvement in the school since the last examination is very remarkable. The instruction is more extensive and far more efficient. The average attendance has increased from 56 to 59. I should have recommended another pupil teacher had the numbers permitted it.
59. Fulham, All Saints' Boys' . . .	16 June	75	17	17	70	1.	At present the arrangements are excellent. The interior of the school has been entirely remodelled and supplied with parallel desks at the expense of a private gentleman. 2. The supply of reading books is not sufficient. It should be increased very considerably without delay. 3. The school is conducted in three divisions, the master and two pupil teachers and one youth paid by the Diocesan Board. 4. Fair. The order may be improved. 5. The boys in the lower classes are not quite satisfactory. In the upper division great pains seem to have been taken to make the boys understand and remember what they learn. 6. A young man who appears to have a fine vocation for teaching, but has not had much experience in National School keeping. 7. The instruction is conducted with much spirit. The boys have a good deal of information, are intelligent, and take much interest in their lessons. They have a comprehensive knowledge of Holy Scripture. There is, however, a want of accuracy and system in many details of the instruction.
60. Harrow . . . Boys' . . .	18 June	68	56	51	74	1.	Improved by a group of parallel desks. 2. A fair supply. More easy reading books are wanted for each class. 3. The master with two pupil-teachers and one monitor conducts the school in four classes. The classification is far from perfect. The second and third classes especially require change of arrangement. 4. Two pupil-teachers. 5. Improved, but not perfect. There is a want of precision and order. 6. The class-teaching is not quite exact enough. I cannot judge of the collective teaching. 7. The master appears to be doing his duty conscientiously, and not without success. The flooring of the school-room is black and quite worn out. The arrangements are not good. I understand that a new school will probably be erected here, and it would be proper to recommend great alterations in the present room. The school is not in an satisfactory condition. The boys are intelligent, and have some general information, and have made fair progress in the usual studies. A further improvement is however to be expected, especially in neatness and accuracy, and in good and systematic teaching of elementary subjects.
61. Vincent Square, St. Mary's. . . Boys' . . .	19 June	245	293	331	280	1.	There are not sufficient desks, excepting for writing on paper, but the forms are well arranged with backs. 2. Not sufficient for the lower classes, but application has been made for a second grant. 3. The children are arranged in eleven classes, but I do not consider that the organization is good. The teaching power does not appear to be equally distributed. 4. Moderate. 5. The teaching is too much left to monitors. 6. I think well of his character and abilities. 7. The results are not commensurate with the expenditure, considering that there are two certificated teachers and four apprentices in the school. A considerable improvement is to be expected, which must depend upon the skill, tact, and energy of the master.
62. Middle Claydon. . . Boys' . . .	24 June	53	21	55	57	1.	A handsome and in most respects a well arranged school-room. 2. Good supply. 4. Very moderate—the boys are not obedient or well trained in the lower classes. There is a want of precise and systematic discipline throughout the school. 5. A fair mixture of collective teaching. The methods in the middle and lower divisions of the school seem to be very defective. 6. The master appears to be a respectable and diligent teacher, but his training has been imperfect, and there is want of system in the work. 7. The best subjects are arithmetic and writing, both from dictation and copies. The branches of instruction are not conducted so efficiently as should be expected in a school where a pupil teacher is appointed.
63. Waddesdon, Boys' . . .	25 June	104	20	56	80	1.	Very convenient and well arranged. Two grouped parallel desks—movable—four deep. 2. Sufficient supply. 3. The school is conducted in two divisions by the master and an assistant mistress. The children are arranged in classes and taught partly by monitors, but not generally by the master. 4. Appears to be very good. The children are attentive and obedient. 5. The methods of teaching arithmetic and writing are very good. Writing from dictation and copies is fair. The master shows great skill in keeping the school at work, and in exercising the mental faculties of the children. 6. He has been well trained, and appears to be an able and conscientious teacher. 7. There is every reason to hope that this will be a thoroughly efficient school.

Tabulated Report in detail, on Schools Inspected by the Rev. F. C. Cook—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children	Present at Examination.	Admitted within last 12 months.	Attendance In ordinary last 12 months.	GENERAL OBSERVATIONS.
64. Bechampton. Boys.	1850 26 June.	30	34	1150	last 12 months.	1. Improved by parallel desks. 2. Fair supply. A great variety of easy books is wanted. 3. The master with one pupil-teacher employs two monitors taken in turn from the first class to direct 20 children in three classes. 4. May be much improved by the system of the "boys' school" in which the first class is well improved. 5. A very young man, well informed, and apparently not wanting in industry. He appears to be scarcely aware of the difficulties in his way, or of the best mode of surmounting them. His teaching is deficient in simplicity and energy. 7. This school ought to be a model to all the neighbourhood. Although it has some good points, it is far from deserving such a character.
65. Aylesbury. Boys.	27 June	45	62	40	74	1. The arrangement of the desks is not convenient. There are not enough even for the penmanship. 2. Good supply. 3. The classification appears to be tolerably good. The instruction is not very good. 4. The master takes great pains, and manages the classes very fairly. 5. A very young man, well informed, and apparently not wanting in industry. He appears to be scarcely aware of the difficulties in his way, or of the best mode of surmounting them. His teaching is deficient in simplicity and energy. 7. This school ought to be a model to all the neighbourhood. Although it has some good points, it is far from deserving such a character.
66. Herton. Boys.	"	20	15	50	50	1. The arrangement of the desks may be much improved, at little expense. 2. Fair supply of books, maps, &c. 3. The school is conducted by the master and a mistress in one room. The classification is good. 4. Applies to be a substantial head. 5. The master takes great pains, and manages the classes very fairly. 6. He is a well informed teacher. 7. This appears likely to become a very efficient village school.
67. Hockliffe. Boys.	28 June	32	45	26	43	1. Fair. 2. Good supply. 3. Sufficient teaching. 4. Appears to be very good. 5. A very young man, well informed, and apparently not wanting in industry. He appears to be scarcely aware of the difficulties in his way, or of the best mode of surmounting them. His teaching is deficient in simplicity and energy. 7. This school ought to be a model to all the neighbourhood. Although it has some good points, it is far from deserving such a character.
Girls.	"	38	45	32	43	1. Dicks might be better arranged. 2. Good supply. 3. The school is efficiently conducted in four classes by mistress and pupil-teacher—with two occasional monitors. 4. Appears to be very good. 5. Show great care and industry. 6. A very conscientious and successful teacher. 7. The examination very satisfactory; exceeding the ordinary subjects. The attributes chiefly to the reserve and timidity of the elder girls, but a more favourable report will be expected next year.
68. Apsey Guise. Boys.	1 July	213	57	102	223	1. Good; convenient, and well arranged. 2. Not sufficient supply of easy reading books, nor of slates. 3. Two school-rooms in each, the instruction is conducted with great care and industry, by a teacher with assistants. 4. May be much improved in the boys' school. 5. The teaching in the boys' school a too mechanical. 6. The master is a very respectable and conscientious man. I also think well of the intelligence and industry of the mistresses. 7. This report represents the two schools as one mixed school. Many subjects of instruction are common and each teacher takes part in both. The school is efficient in many points of great importance—the numbers have increased rapidly and regularly, and the children are well instructed in most elementary subjects, while some have made fair progress in the higher subjects—but great improvement in discipline and method of teaching will be requisite to justify the continuance of the three pupil-teachers, after the next annual examination.
69. Winklow.	2 July	.	.	.	.	The examination of this school was not satisfactory. Report deferred until next visit.

70. Marston, Mortaine, and Liddington. Boys.	3 July	64	43	51	66	1. Good arrangement. 2. Fair supply, which will be increased by a grant. 3. The master and pupil-teacher might manage the instruction of the school, but too much use is made of monitors. 4. Fair may be improved by good drilling. 5. Show great care, and some experience. 6. A conscientious, well informed, and not unsuccessful teacher. 7. This school is a very good specimen of what can be effected in an agricultural parish when the clergyman is zealous, and the instruction is on a comprehensive and liberal scale. The tenant farmers send their children, and the school fees are large and increasing. 8. A grant has been applied for. 3. The school conducted efficiently by mistress with pupil-teacher. 4. Fair supply. 5. Good, excepting perhaps in the elementary class, where the system may be improved. 6. Appears to be a very skilful, conscientious, and successful teacher. 7. The school is admirably conducted, and reflects the highest credit on the teacher and managers.
71. Amphill. Boys.	4 July	88	84	100	130	1. Good. 2. Good supply; a globe wanted and models for mechanical drawing. 3. The boys are well classified and thoroughly well taught. 4. Excellent. 5. Show great skill, talent, and experience. 6. He is an excellent teacher with two pupil-teachers. 7. The master has given in each paper the statistics for a mixed school. I have separated the schools in my Report; I consider this to be one of the most successful schools in the country district.
Girls.	"	83	84	100	130	1. Good. 5. Very good. 6. A respectable and conscientious woman; assisted by her husband and one pupil teacher, she conducts the school with care and skill. 7. The numbers present on the day of nomination was below the average owing to a heavy rain; many girls live at a distance. 8. The school is so good, and the candidates so well trained and educated, that I have had the greatest difficulty in deciding between them.
72. Cranfield. Boys.	5 July	48	22	12	52	1. Not convenient. 2. A large supply is needed. 3. The instruction of the children is not sufficiently in the hands of the master. 4. Appears to be good. 5. The methods are not efficient in the lowest class. The class teaching in the first two classes is very respectable. 6. He is young and has not much experience. 7. Groups of parallel desks are much needed. The general progress of the older boys is satisfactory.
73. Dunstable. Boys.	8 July	68	11	40	63	1. A fair supply of easels, blackboards, and maps; desks against the wall, with the exception of two rows which are used only for penmanship. 2. Not a sufficient supply of books in any class. 3. The school is arranged in five classes under the charge of very young and untrained monitors. 4. The master chiefly engaged in teaching the first class. 5. Very moderate. 6. Far too mechanical. The methods of teaching all elementary subjects waste much time, and require a most careful and thorough revision. 6. He appears to be a thoroughly respectable, painstaking man; and to have taken great care to improve himself.
74. Colney. Boys.	9 July	107	30	33	90	1. Fair; the arrangement of the desks may be much improved. 2. A grant has been made, a larger supply of easy reading books is still wanted. 3. The instruction is conducted by the master and two pupil-teachers, the wife of the master teaches needlework and assists in the infant division. 4. Very good. 5. Appear to be generally efficient. I should wish for more collective teaching. 7. The school is in a very satisfactory condition. Groups of parallel desks and a class-room are much wanted; at present the infants are instructed in the same room with the boys and girls, to their mutual hindrance.
75. Great Munden. Boys' and Girls.	12 July	59	.	.	.	1. A good school-room, with fair arrangements for class teaching. 2. Moderate supply. 3. The children are taught in four classes by mistress and monitors. 4. Very fair, considering the age of children and habits of the parents. 5. Not sufficient collective teaching. The several classes receive proper attention. 6. A well trained, certificated teacher. 7. The children are very young and attend irregularly.
76. Puntingford. Boys.	22 July	56	25	27	48	1. Improved by a group of parallel desks. 2. Fair supply. 3. A master with a pupil-teacher. The instruction of every class ought to be conducted efficiently without monitors. 4. Moderate; it may be much improved. 5. Decent in energy; there appears to be some waste of time. 6. He is apparently a conscientious and steady teacher. 7. The school is much improved since last year. Further improvement in discipline and methods of instruction should however be insisted upon, otherwise the pupil-teacher will scarcely have the opportunity of learning his business.
77. High Cross. Girls.	23 July	44	12	14	45	1. Good. 2. Good supply. 3. There are sufficient teachers and the children are well classified. 4. Excellent. 5. Satisfactory. 6. A good and conscientious Teacher.

Tabulated Report, in detail, on Schools Inspected by the Rev. F. C. Cook—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS— 1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instructing and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance	
78. Hertford (Copper Testimonial) Mixed.	1850 24 July	117	83	115		1. The desks should be differently arranged. 2. Not sufficient supply of reading books. 3. The instruction ought to be entirely conducted by the master, two pupil teachers, and one candidate. This will be quite practicable with proper arrangements. 4. Moderate; the attendance is not sufficiently punctual. 5. Not energetic enough. Time lost in the management of the classes. The time allowed for reading lessons is not sufficient. 6. A respectable painstaking teacher. 7. The school is much improved and has been conducted with care. There is still room for considerable improvement, the reading is not good enough and the progress of the second division of the school is scarcely satisfactory.
79. Tottenham, Boys.	29 July	82	26	35	77	1. May be improved: see last section. 2. A good supply of books, maps, &c. 3. With two pupil-teachers the master is now able to conduct the instruction of all the classes. Monitors are occasionally used. The system requires careful consideration and may be much improved. 4. Not substantially bad; the boys are not disobedient, but there is too much noise and some waste of time owing to a deficiency of system. 5. Show more care than skill and acquaintance with the art of teaching. 6. He is a very conscientious, intelligent, and industrious teacher. 7. Two rows of parallel desks have been set up, but the accommodations are not sufficient.
80. Wadesmill, Infants.	30 July	42	41	42	40	1. Good gallery and convenient arrangement. 2. Full supply of cards, pictures, and all apparatus. 3. Mistress and infants. 4. Appears to be extremely good. 5. Very satisfactory. The children are obedient, cheerful, and attentive. 6. The mistress appears to be a sensible, well trained teacher. This school and a well built girl-school have been built and are maintained at the expense of the chief landed proprietors.
Sandon	31 July	.	.	.	.	1. The school is imperfectly organized. About 40 children of both sexes are educated by an intelligent young woman, whose manner is rather remarkable for energy than sweetness. The clergyman takes great pains, and it is probable that a considerable improvement will be observable when the school is examined next year. Further report deferred until then.
81. Ickleford . Mixed.	1 Aug.	104	4	9	110	1. A very complete and well arranged building. 2. Full supply. 3. The children are instructed in two separate school-rooms. The elder children are under the immediate master, and hitherto of monitors. With the assistance of two pupil-teachers, the school will be well organized. 4. Appears to be very good. 5. The collective teaching is unusually good, well arranged, practical, and interesting. 6. A conscientious and skilful teacher. 7. These schools are remarkably complete and handsome. A garden, two very large playgrounds with gymnastic apparatus, and a large covered shed. The apartments for two families are well built, and supplied with every accommodation. It is much to be regretted that the clergyman does not take that part in the superintendence of the schools which is assigned to him by the Trust Deed. The girl should be apprenticed to the master. Mrs. Lockwood is a very respectable woman, and will take charge of her moral training.

General Report, for the Year 1850, by Her Majesty's Inspector of Schools, the REV. H. W. BELLAIRS, M.A., on the Schools inspected by him in the Counties of Gloucester, Worcester, Warwick, Hereford, Monmouth, and Oxford.

MY LORDS,

IN presenting my Report for 1850, I have the honor to inform your Lordships that, with the exception of ten weeks, during which I was absent from duty on account of illness brought on by over-work, I was engaged in the several duties connected with my office, of which the particulars were forwarded week by week to your Lordships.

During the year, I inspected 137 schools, in which there is accommodation for 25,924 children; an average attendance of 13,030; and at which the number of children present at examination was 12,436.

Forty-four certificated Teachers, and 349 pupil-teachers, are employed in this district. The schools to which these are attached are as follows:—

GLoucestershire.

Avening.	Cheltenham, Central (Infants').	Mineheadhampton,
Almondsbury.	Ditto, Christ Church.	Oddington.
Bristol, Hannah More's.	Bristol, St. George's.	Painswick.
Ditto, St. Michael's.	Chalford.	Rissington, Little.
Cheltenham, Bath Road.	Cainscross.	Stroud.
Ditto, Trinity.	Cerney North.	Tetbury.
Ditto, St. John's.	Clifton.	Tewkesbury.
Ditto, St. Paul's.	Dursley.	Thornbury.
Ditto, St. James's.	Forthampton.	Winterbourne.
Ditto, Devonshire-street.	Gloucester, St. James'.	Eastington.

WORCEstershire.

Bredwardine, St. John's.	Bromsgrove.	Shipston-on-Stour.
Halesowen.	Dudley, St. Edmund's.	Tardlebigge.
Hugley.	Pershore.	Worcester, St. Peter's.
Kidderminster.	Rodditch.	Ditto, St. Paul's.
Lower Mitton.	Redmarley.	Ditto, St. Martin's.
Martley.		

WARWICKshire.

Alcester.	Birmingham, St. Mark's.	Kinwarton.
Attleborough.	Ditto, St. Peter's.	Nuneaton.
Bidford.	Ditto, St. Mary's.	Rugby Elboro.
Birmingham, St. Thomas's.	Clifton-on-Dunsmoor.	Stockingford.
Ditto, St. Philip's.	Coventry, St. Peter's.	Snitterfield.
Ditto, St. Paul's.	Cubington.	Warwick Borough.
Ditto, St. Luke's.	Dunchurch.	

HEREford.

Bosbury.	Leintwardine.	Dilwyn.
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MONMOUTH.

Court y bella.	Pontypool.	Chepstow.
Newport.	Abergavenny.	

OXford.

Oxford, St. Mary Magdalene.	Lewknor.	Launton.	Nuneham.
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The number of apprenticed pupil-teachers in a county is a fair criterion of the state of education in it, as tested by your Lordships' standard, on this ground the above statement is satisfactory, exhibiting, as it does, an increase over that of last year.

Extended experience corroborates the opinion expressed in my last Report, that the standard selected by your Lordships is attainable under ordinary circumstances, where the clergy or other influential persons in a parish are earnest in the cause of education.

As the number of schools receiving aid under your Lordships' Minutes of 1846 has increased, the hostility to the standard set up by these Minutes has decreased. This has occurred not merely from the growing conviction of its being attainable, but from a sense of its propriety after witnessing its workings and results.

The advantages to a school derived from the attainment of this standard are not easy to shew on paper; but none, I think, who have witnessed them, will hesitate to give the fullest testimony to them. The schools we are raising will give an efficient education to all children in their respective localities. The farmer's or the tradesman's son, who occupies the first grade, whose attendance is regular and prolonged, requires instruction in those higher branches of study which is to fit him for a condition in life in which knowledge is capital, and without which, in the present state of things in this country, his future career will be a failure. The labourer's child, whose attendance is irregular and brief, requires a course of instruction which, under ordinary circumstances, can seldom extend beyond the merest rudiments.

The adjustment of an educational system for these two classes is a matter of very great difficulty, and requires a combination of attainments and natural gifts in a teacher, by no means easy to find; and may readily explain your Lordships' desire to raise the powers and characters of our schoolmasters and mistresses.

Much has been effected in this direction by the Minutes of 1846. The encouragement given to the study of the higher branches of learning,—the increase of professional skill, and the apprenticeship of pupil-teachers, have produced a state of things altogether different from that which existed previous to these *Minutes*.

This improvement I feel is not sufficiently recognised by those persons who, complaining of the present defects in our system, regard simply the existing amount of efficient education in the country without reference to that of the past;—and test it by an ideal standard of their own;—whereas, if they would take into their calculations the quality and quantity which existed ten years ago, they would be obliged to admit that, comparatively speaking, our condition is very favourable, and that we have made a great stride in our work.

It is not infrequently asserted that the existing plan is unfavourably regarded by all the religious bodies of the country, and that with the Church especially it meets with little sympathy.

Of the opinions of religious dissenters I am unable to speak ; but as regards the Church, although I wish not to under-rate the importance of the opposition which has been raised to some of our proceedings by certain of her members : in this district at least, the opposition, where such has been, has not practically impeded our progress, and I have every reason to believe that our proceedings are regarded favourably by the great mass of churchmen in these counties.

Our great difficulties, I feel satisfied, have been overlooked by many of our censurers. They do not arise from our religious differences, nor from the opposition in some quarters of the Church raised against us ; but from a cause more difficult to deal with, affecting, in its degree, the whole fiscal question in the country—viz., the juvenile labour market. In this matter we have to deal with facts ; and the fact here, so far as this district is concerned, is that the school education of *poor* children commences, under favourable circumstances, at 2 years old ; that the attendance of children from this age to 8 years is tolerably regular ; that, at this period they are taken away more or less, *according to the demand for their labour*, until the age of 12, when, under ordinary circumstances, they are altogether withdrawn.

There are certain modifications of this statement, varying according to the demand for juvenile labour, the moral status of the parents, the efficiency of the school, the influence of persons in authority and position, and other local circumstances ; but, as a general rule, the statement is correct, as may be seen from the following particulars, which refer to the different parts of this district.

HEREFORDSHIRE.

In the agricultural parts of this county there is a demand for juvenile labour from 8 years old upwards. In this county the temptation to keep children from school is more frequent than in any other of this district, owing to the variety of the productions of the soil, and the more frequent *harvests* ; using that word as descriptive of gathering in any kind of marketable produce. The highest winter wages per week for a skilled agricultural labourer are only 7s. ; more commonly 6s., with an allowance of two quarts of cider per diem. But it will be found that the *incidental* wages very nearly come up in amount to the wages proper.

In *February* the coppice fallages commence, and the preparation of the hop-poles, faggots, &c. becomes a very important branch of outdoor business. This is still further increased when the heavier fallages in *May* take place, when the women assist in stacking the bark, &c. In *March* begins the Lent grain-seeding time ; though drilling is become much more common than formerly, bean-setting is still performed by women and stout girls, dibbling.

At the same time the labourer begins to prepare the hop-poles, sharpening them, and throwing aside the faulty ones, at — per thousand poles. It is obvious that much time will be saved if a lad of 10 or 12 years of age is at hand to supply hop-poles from the stack as fast as the labourer requires them. The workman, therefore, takes his boy (who probably for two or three months has been in regular attendance at his class) to assist him; and though you cannot assign any money-value to the labour of the child, (who receives nothing from the farmer,) still, *incidentally*, he assists his father's earnings, by enabling him to prepare 1,300 poles instead of 1,000, the utmost he would be able to sharpen in a given time without such assistance. In *April*, fixing the poles and working the ground is carried on; for the former operation a boy's efforts in "fetching and carrying" are much needed. The wages of the labourer are enhanced by the nature of his contract with his master for this particular branch of business. Working the hop-ground at — per acre is almost always placed as a set off to the cottage-rent. In *May*, besides wheat-hoeing and the usual field-labour of other parts of the kingdom, *hop-tying* is performed by women and girls at — per acre. In *June* and *July* there, as in other counties, the clover and hay-harvests, and garden culture, absorb all the labour that can be brought to bear upon them; and now the girls' school is constantly interfered with, by mothers keeping their daughters (from 6 to 12 years of age) at home to nurse the youngest children, while they go out at 6*d.* or 8*d.* per diem to field-labour, either independently or to assist their husbands. *August* and *September* are months so busy, that the schools, particularly in the central and eastern parts of the county, are closed. Scarcely have the cereal productions been harvested, and the leasing finished, when the women are again required to *pick fruit*; and this pear and apple harvest continues through *October* to the end of *November*. When the fruit is thus abundant, the process of cider-making will be carried on to the end of *January*, giving a twelvemonth's cycle of harvests from the beginning to the end of the year.

But while the more hardy of the female population are thus adding to the weekly gains of their husbands, at the rate of 2*s.* 6*d.* or 3*s.* 6*d.* per week, many of the married women, and almost all the unmarried who are not in service, gain their livelihood by *gloving*. It is often the practice for mothers to withdraw their daughters from school at 13 or 14, and to confine them to this work for eight, or even 12 hours a day. The wages earned are generally low. The best glovers, who undertake the coloured gloves, earn from 3*s.* to 4*s.* per week; but the common black glovers will only gain 2*s.* 6*d.* per week. It may be truly said of the wages of a considerable part of this county, (including chiefly the coppice, orcharding, and hop districts,) that they are apocryphal, as the subjoined tabular synopsis will shew. A

labourer and his wife, with four children, the oldest a girl of 12 years of age, will earn as follows :—

To able-bodied labourer, 1s. per diem	per week	s. d.
To ditto ditto, 2 quarts of cider per diem, 3d.	„	6 0
To wife, common black gloving	„	1 6
To daughter, ditto ditto	„	2 0
		1 6
		<hr/> 11 0

Add to this, that the garden and allotment system (with potato rows between hop-grounds granted at per perch) affords a good supply of vegetables and some wheat.

These are *winter* wages.

The wages to be gained at the hop-picking season are, a very important element in the yearly aggregate of a labourer's earnings. If the hops are very large and fine, a good picker will make 1s. 6d. per diem; but assuming the average amount to be 1s. per diem, an active woman, with a son and two daughters of the ages of 14, 16, and 17, will gain 4s. per diem, or 24s. per week. If the hop-picking lasts (as it did last year) for a month, their joint earnings will be 4l. 16s.; more than sufficient to pay the rent of the cottage and half an acre of allotment ground. The husband, if a steady man, is all this while a stranger to his home. *Vulcania proles*, he is watching day and night the sulphur fires of the hop-kilns, snatching now and then a hasty nap on a rug, and earning drink, at discretion, (rather *ad libitum*), and 1l. 1s. per week. It will be seen from these facts how little the true condition of the Herefordshire labourer can be estimated by the admission only of the routine wages, and in what various ways the education of his children is interrupted.

MONMOUTHSHIRE.

In many of the works in this county the children are employed at 9 years of age; at others they are not allowed to work before the age of 11. A boy at this age can earn a third part of that earned by a man, which, at the present rate of payment, would be about 6s.; from this, 1s. 3d. would be deducted for powder and candles, leaving a net receipt of 4s. 9d. These earnings remain the same, as a general rule, up to 13 or 14 years of age, when their earnings increase to half those of an able-bodied man.

At Newport, the master states that the absentees amount to 40 per cent.; of these, a large number of boys are employed in the nail factory, where more than 300 are engaged. In this establishment, many are taken in as early as 7 years of age; the emoluments they obtain range from 1s. to 6s. per week, according to their skill.

WORCESTERSHIRE.

In Droitwich and neighbourhood, the boys find employment at 9, when their wages are 1s.; at 10, 1s. 6d.; at 12, 2s.

At Bromsgrove, the employment is principally "nailing." The rate of earnings is the same for boys and girls, up to 12 years. When the parents work at the trade, and intend to teach their children, they place them to it at about the age of 8 years; at this age their labour is not continuous. As their strength grows, their labour increases.

At Stourport, boys are employed in the carpet manufactories, to "draw" for the weavers; they earn 4s. 3d. per week. Boys from 8 to 10 are employed winding linen-yarn on the "quills," to put in the shuttle, for which they receive from 1s. to 1s. 6d. per week.

At the Iron Foundry, boys from 8 to 10 earn 1s. 9d. or 2s. per week, oiling hinges, "opening and shutting them," or carrying saucepans, &c. from one shop to another. Boys from 10 to 12 earn from 2s. to 4s., at hinge filing and casting, making "cores" for spouts of kettles, putting on handles of saucepans, &c.

At *Malvern*, boys from 8 to 10 earn from 1s. to 1s. 6d.; from 10 to 12, 2s. to 2s. 6d. per week. During a great part of the year here, the children of both sexes are removed entirely from school, to drive donkeys for the visitors.

At *Dedley*, the rate of earnings is very high; of 12 boys between 8 and 12 years old, selected by the master, the average earnings amounted to 5s. 3d. per week. Their employments are very varied:—Attending horses in pits, Picking iron stone, Nail-making, Polishing fire-irons, China-making, Loading skips at coal-pits.

Besides these employments, a large number of children are detained at home, to carry their parents' meals to the different "works."

At Worcester, in one of the schools, out of 20 boys employed, the average was 1s. 6d. per week; one earned 2s. 8d., another 3s.; another, employed in brick-making, 4s.;—this boy was away from school on this occasion nine months. The girls are said to be employed for their mothers.

At Halesowen, where the children are principally employed in nailing; they work for the person who undertakes to instruct them in their trade for six months without wages; for the next six months they receive 1s. per week; they are then considered to know their trade. Supposing the boy or girl 8 years of age when he or she begins to learn, they would then earn as follows:—

From 9 years to 10 years . . .	3s. 0d. to 3s. 6d.
From 10 years to 11 years . . .	4s. 0d. to 4s. 6d.

WARWICKSHIRE.

At St. Thomas's Birmingham, most of those above 9 years are in the lower classes; their education after 7 years of age having been interrupted by calls to labour.

Out of 230 on the books, 1 in 8 have gone to work.

Average age of those who have gone to work is, 9·7 years.

Average time they have been at work during the year past, 6·3 months.

Average wages per week, 2s. 9d. The employments are, wire-drawing, chain-dropping, buckle-making, nail-making, bone-crushing, japanning, tin wire-work, pin-making, pen-making, screw-making, errands, packers in factories.

At St. Mary's, Birmingham, the master informs me that the average age of boys in the school is a little above 8 years. That in the first class, there are only 11 out of 24 in it six months ago. That as soon as the boys are able to read and write moderately, and can work sums in the "compound rules," their parents consider them sufficiently educated, and obtain situations for them with comparative ease.

At Warwick, the earnings of the boys range from 2s. to 3s. a week; of girls, from 3s. to 4s. The boys are employed in "errands;" the girls in nursing, &c.

At Dunchurch, the absentee boys are employed principally in field work. Their earnings vary from 2s. to 3s. 6d. per week.

The girls here, at these ages, are principally employed in nursing; they receive about 6d. a week and their food.

At Cubington, boys of 8, 9, and 10 years of age find employment from two to four months in the year, in wheat and bean-getting, tending birds, pigs, cows, driving plough, &c., for which they are paid at the rate of 6d. a day. The demand for those older is greater. The girls find employment for three months in the year, nursing, &c.

At Nuneaton, a town with a mixed population employed in ribbon-making, coal-getting, and agricultural work—

The average earnings of a boy are:—

	s.	d.	s.	d.
From 8 to 10 years	1	0	to	1 3
From 10 to 12 years	1	3	to	1 9
Of a girl:—				
From 8 to 10 years	1	0	to	1 6
From 10 to 12 years	1	6	to	2 0

In one district of this county, in the neighbourhood of Coventry, where the employments are ribbon-making and coal-getting, the following table gives the result of an inquiry made in the present month, December:—

Age.	Boys.	Payment.	Age.	Boys.	Payment.	Age.	Boys.	Payment.
		s. d.			s. d.			s. d.
12.	Winding-silk	2 6	8	Winding-silk	0 6	12	Factory	2 6
13	Coalpits	6 8	11	Ditto	2 6	11	Winding	2 0
9	Ditto	5 0	9	Factory	1 6	9	Ditto	1 6
8	Ditto	2 6	9	Winding	1 0	11	Ditto	1 8
2	Winding-silk	2 6						
GIRLS.								
10	Nurse	1 6	8	Winding	1 6	14	Servant	3 0
9	Ditto	1 4	11	Ditto	2 0	14	Factory	4 0
12	Winding	2 6	13	Weaving	2 6	11	Winding	1 6

In the agricultural parts of this same neighbourhood, the payments of children are as follows:—

		Boys.			
	s. d.		s. d.		s. d.
10 . Bird-tending	1 3	12 . Driving-plough	2 6	13 . Driving-plough	3 3
9 . Turnip-getting	1 6				

The girls earn at nursing, from 1s. to 1s. 6d. per week.

GLOUCESTERSHIRE.

At Dursley, of 100 boys, 40 are between the age of 10 and 12 years; of these 40, 28 have been employed, on the average, 9 days each during the last quarter; 4 of them have regular wages of 1s. 6d. per week. The others work at intervals for their parents, either in gardening or other domestic employments.

At St. James's, Gloucester, the average per cent. of absences in the boys' school, is 28; 5-7ths of these are employed as plough-drivers, butchers' boys, and assistants to market-gardeners: their earnings are from 1s. to 2s. 6d. per week. Two-sevenths are assisting their parents, in attending upon the smaller children, or employed in their fathers' gardens. In the girls' schools, the average per centage absence is 35; they are principally employed in domestic work with their parents.

At Bristol, boys of 8 to 10 earn 2s. 6d. per week as errand boys; of 11 and 12, especially if they can write well, from 4s. to 5s.

In the agricultural parishes about Tewkesbury, boys of from 10 to 12 years of age earn from 2s. to 2s. 6d.

In the colliery districts of the Forest of Dean, boys at 10 years earn 4s. per week; at 12, 5s.; at 14, 6s.

OXFORDSHIRE.

The employments of boys in this county are principally such as are connected with agricultural pursuits; birding, driving plough, gearing, pig-keeping, weeding, hoeing, assisting the waggoners, and shepherds. Their earnings, under 14 years of age, range from 1s. to 3s. per week.

The earnings and wages for adult labour are in this county very low, disproportionate to the receipts of the children; thereby offering temptation, if not entailing obligation upon parents to make use of their offspring for the purpose of providing the weekly store.

I am often struck, when speaking with intelligent persons upon the state of education in the agricultural districts, to hear them censure the "cupidity and wickedness" of parents who send their children to the fields, instead of to school. Poverty is a hard master; and where the wages of a full-grown man amount to something between 6s. and 8s. a week, one can scarcely feel surprise that he should resort to all measures, short of breaking the law, to increase his pittance.

This, then, is the state of things we have to deal with. The children come to school under favourable circumstances at 2 years, and remain, with occasional interruptions, until they are 8, 10, or 12, when their school-days are over.

How are we to meet this difficulty?

Some persons, considering the attempt hopeless, would call for legislative interference, compelling attendance of all children at some school for a certain period of their life.

Such a plan would doubtless possess many advantages. It would ensure an uniform and continuous course of instruction and training in all children throughout the country, and it would clear our streets and lanes of those whose parents are indifferent to the welfare of their offspring, and who allow them to grow up in habits of vice and ignorance. The number of these is indeed daily decreasing, and will, I trust, continue to do so, as our schools increase in efficiency and accommodation. But there is still a sufficient number to justify an expression of sympathy, so far as this point is concerned, with any plan which would remove so dark a blot from among us. But the difficulties of such a plan, with any modifications, at the present time, would be, I think, very great, and, if stringently framed, insurmountable.

Suppose, for example, a plan which would compel attendance unto the age of 14—What would be its effects?

In the first place, it may be asked, would such a plan ensure the object in view?

The object of education is to fit a child for his future career in life. Should we effect this by compelling all children to attend our present schools, in which there is no manual industrial occupation, and no habitual subjection to the inclemency of the weather, from the age of 2 to 14 years?

In many instances I suspect not. In this district the employments of children are various, but all, more or less, require manual dexterity in order to efficiency. Some are required for the plough and outdoor work, some for the factory, workshop, and indoor occupations. Now, unless these boys receive some practical instruction in the several works of their calling, or in some general system of manual exercise, whereby the muscles may be brought into constant tension and play before the age of 14 years, it is not, I think, too much to assert that the greater part of them would fail to become clever "*workmen*."

If this view be correct, in order to secure such a class of workmen under a compulsory system, it would be necessary to establish industrial schools, with employment in some respects approximating to the requirements of a locality. In one part, schools would have to be established for teaching agricultural work. Boys would there have to be exercised in driving plough, gearing, attending to cattle, &c.; in another part they would require exercise in nail, pin, and needle-making; in another ribbon-

making, &c. Such a course would entail a great outlay in the first instance, and be attended with such difficulties, especially in the town and manufacturing districts, that I imagine it could not be carried out, at all events, with our present notions, and under existing circumstances.

But besides this, there is, I think, another difficulty which should not be overlooked—viz., the great interference with the labour market such a compulsory system would entail; in many parts of this district it would effect it to an extent of not less than 30 or 40 per cent.

This could not, I suspect, be entertained here, at all events at present; nor do I imagine it would ever be entertained, unless it could be shewn, in a very clear and distinct manner, that intellectual cultivation at school of the children at large, for a certain number of years then defined, would compensate to the nation for the loss it would sustain in manual labour; in a word, that the nation would be benefited by the increase of intellectual power at the expense of manual production. This is, I conceive, a very important question in our calculations on this matter; for I do not see in what way it is possible, in this country to retain our children at school after they have arrived at labouring age, except by withdrawing them from those employments in which there is a demand for them.

Assuming then the impossibility of establishing a compulsory system which should retain children at school until the age of 14 years, it may be asked whether some modification might be made so as to oblige—1. Children *unemployed* to attend school; and 2. To limit by some legislative enactment the age at which children may be *employed*. The difficulties of such a subject should not, I think, prevent its consideration: and, under a sense of its importance, I venture to bring it before your Lordships.

Supposing this plan impracticable, I cannot but think that some very important results would follow from some arrangement by which those unemployed children, who now infest the streets and alleys of our large towns, may be placed at school.

In agricultural districts, where the difficulties of meeting the evil are in some respects greatest, there is less necessity for attempting it, inasmuch as other influences effect that, which in towns can only be accomplished by legislation.

But where the population is dense, some power might probably be vested in the Poor-Law Board, authorising them to educate, in the pauper or other schools of the district, those children whose parents are unable to pay the usual school fee.

Such a plan would, at all events, provide for one class, and that the largest, of those children who are now uneducated; I mean those whose parents are not absolutely hostile to the education of their offspring, but who neglect to send them to school from inability or unwillingness to pay the fee. This, at least, is much

to be desired. Where necessary, some adaptation of the plan might possibly be found for agricultural districts.

The question of a school rate is another subject which appears to deserve present attention, it is often confounded with that of compulsory attendance; but, in reality, they are very distinct, and should each be treated on its own merits.

To an educational rate, although, perhaps, just at present impracticable, there would not be, I imagine, the same amount of opposition as there would be to compulsory attendance.

The objections to a rate would probably be of four kinds:—
1. To the expense. 2. To the interference with, if not the total removal of the stimulus to voluntary pecuniary aid, which is encouraged under the present system. 3. To the moral injury done to the parents of the poor, by taking from them the inducement to provide education for their offspring at their own cost, and so encouraging a pauperism of the worst description. 4. The difficulty of adapting the religious instruction to the different religious denominations.

I need not observe that each of these objections is of great weight. At the same time it must, I think, be admitted that sooner or later the question of a school rate will be entertained, unless we can in our present plan embrace the wants of all classes of the community.

Assuming, the present impossibility of compulsory attendance, and a school rate, it becomes necessary to see what our prospects are under the existing plan.

The success of the last five years warrants, to some extent, a hopeful answer to this question. During this period a complete revolution in elementary education has been effected. So much so, indeed, that in those schools to which aid under the *Minutes* of 1846 has been extended, an improvement, if it could be placed in an arithmetical form, of some 50 or 60 per cent. has been accomplished, and this improvement is still going on in an increasing ratio. This, therefore, at all events, is not the time to despair of ultimate success.

And here I would state some of the most important elements of this improvement, as bearing upon the opinion just hazarded.

One of the greatest, is the growing conviction in all classes that the labouring population *must* be educated. This point, at all events, is now carried.

Another, is the general opinion that, in order to educate, we must have a supply of well qualified masters and mistresses. This will ensure the support of our training colleges.

Another, is the prospect of an immediate influx of teachers of various powers, skill, and attainments, from the body of pupil teachers now terminating their several apprenticeships. Hitherto the difficulty has been to find persons competent to teach; hereafter the difficulty will be to find sufficient schools for the competent, in which to teach.

This of itself will necessarily effect a great improvement in the state of education in the country.

Another, is the increase of correct views on the subject of education among our masters and mistresses.

In past times our teachers have been apt to consider that their business did not extend to the training of a child. Now they are learning to recognise that the mind of a child is an instrument to be exercised, not simply a vessel to be filled, and that the character is plastic; for the moulding of which in a proper form they are more or less responsible, according to their opportunities.

This, surely, is an element of enormous importance in such a system as ours, where the children are removed from school at an early age; for by teaching principles instead of facts, children discover within themselves an intellectual power, which, when once excited, demands food for its exercise. Such food surrounds them wherever they may be placed, and in this way every circumstance in life ministers to their intellectual improvement, fitting them for an intelligent discharge of their own peculiar duties, or enabling them, if opportunity occur, of rising above their original condition.

“Train up a child in the way he should go, and when he is old he will not depart from it,” is not more a merciful promise of God, than the assertion of an inevitable consequence. Good conduct in manhood follows as surely upon religious training in youth, as the rich harvest of autumn follows upon the careful weeding and tillage of spring. More, no doubt, might be accomplished, if we could follow our youths into the active duties in life; but this we are unable to do. Let us be thankful that we have them under our hands at their tenderest and most flexible age; a careful training from 2 years to 10 or 12, even when interrupted as it is with us, will produce very important and satisfactory results.

Such are some of the most important grounds of hope for the future.

Of those things in which improvements may be effected in our existing system. I forbear to enter on several important subjects, of which I have spoken in former Reports, and confine my attention to those points which appear most necessary to repeat.

The first thing I would allude to is the important question, whether the present plan of school-rooms is, in reality, that best adapted for the purpose in view.

Our present arrangements are generally one large room, fitted up with parallel desks, in which all the children of the school congregate, and receive their instruction. One consequence of this is, that at all times of the day, under every state of efficiency, the noise is so great, that high discipline and skilful teaching is extremely difficult.

The force of this will be very apparent, when it is considered (1) that in many subjects, energetic teaching involves great noise, —the noise increasing in exact proportion with the energy; (2)

that noise in a school-room increases in a compound ratio,—and that hence in an *energetic school* the noise is so great, that the teachers engaged, are, in order to be heard by their several classes, obliged to exercise an amount of voice, which in many instances, is positively detrimental to health; (3) that religious instruction, to produce religious impressions, can only be given when a room is quiet; and consequently that in many schools, on account of the noise, this very important branch of instruction fails of effecting its proper end.

The conviction of the above difficulties has raised the question in my mind, respecting our present plans for school-rooms. They were, I conceive, admirably adapted for the old system, in which a large body of children received instruction from one master assisted by monitors, incapable of teaching with skill. But with our present pupil teachers, each capable, more or less, of managing as well as teaching the section under his care, it may well I think admit of a doubt, whether a better mode of arrangement may not be adopted, whereby each section of a school shall have its own room, under the management of its own teacher.

Another subject for consideration, is the present plan adopted in infant schools, of giving *simultaneous* instruction. My own impression is, that the difficulty of giving a simultaneous lesson to infants ranging from $1\frac{1}{2}$ to 7 years is so great, that the most efficient teachers rarely succeed in it. The elder children are kept back for the sake of the younger, and the younger lose the greater part of the instruction addressed to the elder.

On this ground, I am disposed to think, that every infant school should be arranged for gallery instruction, in two or three groups, with separate galleries for each.

Another subject, connected with the above, is the importance of sectional galleries on which to teach reading, and other subjects involving noise. The expense of these is very small, and the advantages from them very great. Two rows of about $2\frac{1}{2}$ feet deep, and of 8 feet long, would accommodate three rows of children, which, allowing eight in a row, would provide for a class of 24.

Another matter for remark, is the importance of pressing upon masters, mistresses, and pupil teachers, the necessity of giving lessons on particular subjects to their scholars, whether simultaneously, collectively, or in class.

The plan usually adopted in many schools is to confine the teaching to the reading lesson. In addition to this, subjects should be studied beforehand, for the purpose of giving lessons upon them. In this way, popular instruction may be given upon various topics, increasing the information and intelligence of the children.

Again, the use of the black-board should be more insisted upon than it has been. The importance of this appears to me so great, that I am encouraging the pupil teachers in this district to exercise

themselves in it, in various ways:—viz., in geography, in drawing outlines of maps; in grammar, by writing out the sentences to be parsed; in natural history, by drawing a rough sketch of the animal whose habits, &c. they are describing, &c. &c. &c. A good bold draughtsman, who handles his chalk with confidence and skill, possesses very great advantages over a teacher deficient in this respect.

In connexion with the subject of improving the “*methods*” in use among pupil teachers, I have appended to this Report a letter from the master of the St. Paul’s Cheltenham Model School, containing some useful hints respecting certain plans adopted by him.—(*Vide Appendix F.*)

The next thing I would mention, as in some measure a necessary inference from some foregoing remarks, is the importance of establishing public nurseries. On inquiry it would be found that of the absentees “employed,” a very large number, in many instances the majority, are engaged in nursing either their own younger brothers and sisters, or the children of poor persons, orphans without mothers, or infants whose mothers are “at work.”

For these, public nurseries would afford the double advantage of securing in them proper care and attention to the infants, and by them the opportunity of attending their own schools to the girls who nurse. The machinery for them might be very simple. A room attached to the school in existence, and the services of a steady, religious-minded female, would be almost all the requisites.

The next subject to which I would call attention is the absence of industrial manual employments. Some few attempts have been made to introduce these, with more or less success; but, generally speaking, the subject has not received that attention to which it is entitled.

Adverting to some former remarks, a well-arranged system of manual employment, in connection with our present schools, especially if in any respect reproductive, would have the effect not only of retaining children at school to a higher age than is now the case, but if the employments were those of the locality in which the school is situate, would fit them for their future occupations. In manufacturing and town districts there would be, as I before observed, greater difficulty in making the necessary arrangements for giving instruction in the various employments of a locality. But in such places this varied instruction would be the less necessary, inasmuch as so far as the children are concerned, superior intelligence would compensate for the absence of particular manual dexterity. And I think it probable that some common works of industry might be cultivated, which should sufficiently exercise the muscles for general purposes, leaving them to secure hereafter dexterity in any particular branch to which they might be called.

This would not be the case in agricultural districts, for there the

children would require to be acclimatized by outdoor work, in order to endure inclemency of weather. But in such districts industrial occupations are comparatively easy of arrangement: a small piece of ground, a few spades, rakes, and hoes, a master moderately acquainted with horticulture, and some scientific work upon gardening, form all the requisites for, at all events, the commencement of such outdoor occupations.

In addition to this, if a carpenter's or a blacksmith's shop was added, of course additional opportunities of securing information and practice would be afforded. This last appendage has been introduced during the last year at Hagley, by the Hon. and Rev. W. Lyttelton, and from the general character of the school I do not doubt of its success.

Connected with this subject, at this school, Hagley, a plan has been adopted which I think is likely to exercise a very favourable influence on the girls there. Certain ladies in the parish take under their patronage certain girls in the school, who attend on stated days at their houses, for the purpose of learning practically some of the most important parts of domestic work; in this way they are instructed in washing, making bread, cleaning furniture, &c., and thus in many respects prepared for domestic service.

Such a plan, independent of its advantages in improving the industrial habits of these girls, will have a considerable influence on their character, and tend to bind the employer and employed more closely together—a point by no means to be undervalued.

The three schools in this district in which manual industrial occupations are most successfully carried out, are Hagley, Cubington, and Forthampton. To Cubington your Lordships have been pleased to make a grant of 9*l.* 15*s.* on this account; 2*l.* 5*s.* as a gratuity to the master for superintending the agricultural department; and 7*l.* 10*s.* to the managers for purchase of tools.

Another subject I would mention, is, that touched upon in my Report of last year; viz., the admission of dissenters into our National-schools, without obliging them to learn the Church Catechism and other formularies of the Church.

The objections to these are, I am well aware, very strong in many quarters; but where the experiment has been tried it has been found successful. The chief objections to it would seem to be,—1. That such a plan interferes with the general course of instruction in a National-school, in which dogmatic teaching forms an essential part. To this one must answer, that, as the established religion of the country, the Church derives sufficient advantage to call for some correspondent sacrifice. In this matter, unless it be shewn that a sacrifice of principle is involved, I do not think that any mechanical inconvenience would justify the exclusion. How any sacrifice of principle is involved I am at a loss to see, so long as the children of the Church are taught the formularies of the

Church, which surely may be done whether dissenting children attend the other lessons or not.

2. That the presence of dissenting children in a Church school tends to disturb the faith of the children of the Church, by contact with those who hold different religious opinions. This is not the place to speak of the blessings of unity, nor of the sorrows of division; but without doubting the position that it would be happier and better for all children and adults to dwell with those who hold religious opinions exact as their own, one may be allowed to assert that as things now are this is impossible, and that with reference to the matter before us a great difficulty has to be met. The children of dissenters must be educated as well as those of the Church. In many places separate schools for them cannot be established or maintained (for these places only I am now making my appeal): which plan, then, for it comes to this, will be most agreeable to the Church; to receive these children into her schools, or to see schools established upon no distinct religious principles, in which all children shall receive secular instruction and nothing else.

3. That dissenting parents will not like to send their children to schools in which, although the religious dogmas of the Church are not forced upon them directly through formularies, they will be indirectly through the master's teaching. Here, again, I will not attempt to maintain that it would not be more agreeable for all religious denominations to subject their children to teachers of their own persuasions. But this, as above shewn, is impossible; and the question resolves itself into this,—which kind of master is desirable; a man with some religious faith, or a man with none? for it is absurd to ignore the fact that all religious-minded men belong to some recognised religious body or other. If, then, it be decided that the master have some religious faith, what shall his faith be. Each sect will of course desire its own. But in default of this, it would seem that the religion of the majority should be regarded; which, indeed, as a matter of fact, would surely take place; and in this instance what so proper as that the master should be a member of the Church “established.”

The difficulty of the case must reconcile the dissenter to an arrangement with which he cannot in all respects coincide.

The next point I would mention is that of night-schools. A great deal has been done, and is still doing, in this direction; but more remains to be done. One great impediment is the difficulty of raising funds for a teacher; this might probably be effected more extensively, if with the office of a night-teacher were combined some of those other functions which exist in many of our parishes, *e. g.*, that of manager of Sunday-schools, Secretary of the Provident Society, &c.

The subject of night-schools naturally brings to mind another very important instrument for humanizing the class for whom

such institutions are provided ; such, viz., as having been neglected in early youth, are desirous of repairing their early loss. For these, music classes, occasional lectures on popular subjects, and reading-rooms might, I conceive, be established with great benefit. Few persons but those who have studied carefully the habits of our people, are aware of the amount of the temptation to vice by which our young men in the lower class are surrounded, and the small opportunities afforded them of spending their time in a rational manner. Uneducated in early life, they have passed through a childhood of which the cultivation of the intellect has formed no part. As they have grown in years, their passions have increased ; and arrived at youth, or early manhood, they find themselves in the midst of temptations which prove a sore trial for the best : how much sorer for those who come to them utterly undisciplined, and unaccustomed to self-restraint. Surely it is no slight advantage to find for such, a place and employment for their winter hours, where their minds may be improved, and their morals preserved from the contaminating influence of beer-houses, and other worse places of resort. These remarks apply to agricultural parishes, as well as to towns ; in both, there is wanting some well-regulated machinery for this class of persons of whom I speak.

Connected with this subject, would be the establishment of Provident Societies, the details of which it is impossible to enter upon here ; but the importance of which is, I am sure, greatly overlooked.

A very excellent institution of this kind, is now in full operation in Birmingham, where it is producing very satisfactory results.

A PENNY BANK has been established at Droitwich, to which the children contribute. For Rules, *vide Appendix D.*

In this place, under the same head with the above may be classed Sunday-schools. The value of these is, I suspect very frequently overlooked, from the common impression that their object is to give instruction to children who are unable to attend day-schools. But they should be viewed rather in the light of religious institutions, in which the concluding part of religious instruction, so much at least as is given in schools, is to be carried on. In this way they are invaluable, as supplying a certain amount of religious instruction, and confirming the bond between a clergyman and his young parishioners, at a time when they are entering on the perilous trials of life, and most require spiritual direction and advice.

These remarks will I trust be considered out of place in such a Report as this ; for without desiring in any way to underrate the importance of day-schools, it must be borne in mind that they are not the sole means of education. The natural educator of the child is the parent, and home the natural place of his education. The circumstances with which he is surrounded the natural instru-

ments for quickening his intelligence, for affording information, and forming his character:—refinement and civilization, require more than nature gives; hence come schools, which should give all the intellectual training necessary for the artificial state into which the child will be placed, and effect a moral influence on the character. But no school can altogether accomplish that which is wanted. The religious life of the soul requires direct ministerial influence. The tender affections of the heart require parental and other domestic influence. These must be found out of school, together with all those other circumstances of companionship, employment, trial, temptation, joy, grief, pleasure, and pain, by which the character is formed, in which probation consists, and by which a man's eternal destiny is decided. The school life would cease in our elementary schools, even on a supposed system of compulsory attendance, at 14 years. But surely none can suppose that education ceases at this period, and none could reasonably expect that a population neglected at this most critical period, however well instructed up to that time, would properly discharge their duties in after life.

Hence I would venture to submit all subjects bearing upon the formation of a people's character are not inappropriate in such a Report as this.

WARWICKSHIRE.

Of the proceedings in the several counties it may be well to speak in order.

In Warwickshire, the most important is the commencement of a Training Institution. The foundation stone was laid in the present year. The work of building has commenced, and it is hoped that it may be opened within a year or 18 months.

A system of Diocesan inspection has been established. The Rural Deans are *ex-officio* Inspectors; if they decline, the Bishop selects.

At Birmingham industrial schools have been established. (*Vide Appendix B.*)

The Warwick and Leamington Schoolmasters' Association, established in 1840, continues its operations, and appears to be an instrument of great good in its neighbourhood. (*Vide Appendix G.*)

GLOUCESTERSHIRE.

The Training Institution at Cheltenham for masters and mistresses is now in full operation. Of the merits of this institution I am able to speak very highly.

Exhibitions to the amount of 150*l.* have been awarded by the managers during the past year to meritorious students, in consequence of the success of the candidates from this institution at the last Christmas examination for certificates of merit.

Funds have been raised for establishing a Female Training Institution at Bristol, to supply teachers to this diocese and that of Oxford, to be supported by the two dioceses.

HEREFORDSHIRE.

Diocesan inspectors have been appointed Rural Deans *ex officio*, with power to appoint a coadjutor, subject to the approval of the Bishop.

An organizing master has been appointed for the diocese at a salary of 100*l.* per annum. The managers requiring his services, pay his actual expenses (board and lodging) while engaged in their school. This plan enables the clergy to avail themselves of his aid, by receiving him as their guest.

MONMOUTHSHIRE.

A regular system of diocesan inspection has been established. Rural Deans, *ex-officio* inspectors; they report to the Archdeacons, and they in turn present a digest of the returns to the Bishop and the Education Board.

For the supply of male teachers, four exhibitions have been founded, of 15*l.* each, to Caermarthen Training Institution. It is proposed to found four for females to Westminster.

A permanent organizing master has been engaged for this county and Glamorgan, who has entered on his work.

A gathering of teachers took place at Abergavenny in 1849, during harvest, under Mr. Tearle.

The Welsh Committee of the National Society gave 50*l.* towards the expenses, while an equal sum was provided by the Archidiaconal Boards; the National Society defraying the expenses of the organizing master.

From these funds, 7*s.* per week was allowed to each teacher while in attendance, besides travelling expenses actually incurred, to those who had a distance of more than 15 miles; arrangements were made to secure respectable lodgings for the females. The proceedings commenced on 24th July, and ended on 17th August. The numbers in attendance were, 36 masters, 31 mistresses; total 67. Mr. Tearle states that their average acquisitions were equal to those of any body of teachers over whom he has presided in any other part of England: their conduct, he states, to have been unblameable.

An Association for Masters and Mistresses has been established, of which the Rules will be found in the Appendix.

OXFORDSHIRE.

A system of diocesan inspection has been established; each deanery elects its inspector, who receives his authority from the Bishop, and makes his return to him.

The Training Schools at Cowley and Summertown, are reported as full ; there were 21 pupils at Christmas 1849. The increase is attributable to exhibitions, which amount to 125*l.* per annum, besides 20*l.* given by the Board permanently for the same purpose.

Three exhibitioners were elected by open competition in March : three or four more will be elected in March next.

A diocesan music master has been appointed : from this much benefit has resulted.

An improvement has been observed in the attainments of the candidates presented for admission to the Training Schools.

These two institutions are said to be inadequate to supply the needs of the diocese.

Not a quarter of the demand has been satisfied.

The pupils who have left the Training Schools meet the Bishop of the diocese once a year, in Oxford.

A compact has been entered into with Gloucester and Bristol diocese, by which Oxford is to supply male teachers, Gloucester, females.

A special meeting of landowners, &c., was held in Oxford on 10th November 1849, when it was resolved to proceed at once with the utmost effort to raise 5,000*l.* for the new Training Schools, in order to meet the public grant, which at the rate of 50*l.* per head, as usually granted, would yield another 5,000*l.* for 100 pupils. 5,600*l.* has been promised, of which 3,000*l.* has already been invested in Exchequer bills, and 771*l.* in hand. The National Society has added a grant of 1,000*l.* The promoters are looking out for a site.

An organizing master is employed. The National Society pay half his salary. The Diocesan Board pay the remainder. During the past year he has been engaged in about 30 schools, remaining a fortnight in each.

The commercial schools at Cowley, Bicester, and High Wycombe, are said to be flourishing. At Cowley, boarders pay 27*l.* per annum, without extras. At Bicester, the majority are day boys ; number of pupils 30. At High Wycombe, the boarders pay 25*l.* per annum ; day boys 5*l.* ; 16 pupils.

A plan of admitting commercial and other schools into union with the Diocesan Board has been adopted, which is said to work well. (*Vide Appendix H.*)

The advantages of such union are "inspection ;" an annual prize book ; a list of books recommended, if sought for ; the opportunity of procuring teachers from the Training Schools ; a scheme of instruction for the year ; with grants of money for certain specified purposes.

I have the honor to be,

H. W. BELLAIRS.

To the Right Honorable

The Lords of the Committee of Council on Education.

APPENDIX (A).

CUBINGTON NATIONAL SCHOOL.

*Committee of Council on Education,
Privy Council Office, Downing Street,
31 July 1850.*

REVEREND SIR,

IN reply to your letter of the 24th instant, I have the honor to inform you that, as this is one of the first applications for an annual grant to an Industrial Establishment which has been brought before their Lordships, it is of some importance to mark it as a precedent.

I beg leave to refer you to page 6 of the enclosed copy of their Lordships' Minutes of 1846. From the marked passage you will perceive that assistance is offered under three heads, viz.:—1. Rent. 2. Tools. 3. Gratuities. The particulars to be comprised in the Report of Her Majesty's Inspector are indicated in the preceding part of the same Minutes.

It will be the most convenient mode of dealing with these applications to entertain them at the same time that Reports are made upon the annual examinations of pupil-teachers.

The Special Report which would otherwise be required is, in this instance, anticipated by the printed Report to which you refer, in the recently published volumes of their Lordships' Minutes.

The amount of the annual grant appears in this Report.

With regard to a grant for the purchase of tools in the first year, it will be better to observe the same routine as in the case of recommendations for groups of parallel desks. A schedule containing the name of each article, the number purchased, the place where purchased, and the cost, should be submitted by the applicants to Her Majesty's Inspector, and, if approved by him, should be signed and appended to his special Report.

Their Lordships would be disposed, according to the circumstances, to make a grant ranging from one-third to one-half of the outlay.

As regards a gratuity to the teacher, my Lords are disposed for the present to fix it at 25 per cent. upon the gratuity which the teacher is entitled to receive upon his pupil-teachers. But their Lordships do not pledge themselves to maintain this rate longer than may be requisite to stimulate the formation of schools of this description.

They will not award any such gratuity to masters who do not possess specific and positive knowledge of the kind of labour to be taught.

If it should be deemed requisite to erect buildings of a character more than temporary, separate application should be made to the Committee of Council, as in the case of an ordinary building-grant, by the promoters.

In the present instance, I have to request that you will communicate with the managers as to the stock of tools and implements towards the purchase of which they seek a grant; and that you will transmit the list for consideration, with your Report, in the manner above indicated.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

*The Rev. H. W. Bellairs,
Her Majesty's Inspector of Schools.*

APPENDIX (B).

BIRMINGHAM FREE INDUSTRIAL SCHOOL.

Statement taken from the Annual Report.

*The history of this Institution may be said to date back to 1846, when the Rector of St. Philip's commenced his enquiries into the general state of education in his parish, and in consequence of certain facts then discovered, resolved upon the establishment of Industrial Schools.

But it was not until September 1847, that the first meeting for the consideration of a permanent plan took place, when the amount of funds announced as previously collected for the purpose of erecting an Industrial School Building was 472*l*.

In April 1818, the fund had increased to 763*l*, and the Chairman of the Committee announced that the Governors of King Edward's School, viewing with favour the project of an Industrial School to educate the children of very poor parents free of charge, and considering it in some sense an extension of their own system, had agreed to a grant of land as a site for a school building and play-grounds for the Free Industrial School, in Gem-street.

It was then resolved that the Chairman should put himself in communication with the Secretary of the Committee of Council on Education, for the purpose of obtaining a grant of money for building. The Government gave a favourable reply to the first application; and thus encouraged, the Committee proceeded to obtain plans and estimates, which being approved of by the Privy Council, their Lordships voted a grant of 495*l*. towards the erection of "school-rooms, work-shops, laundry, wash-house, kitchen, and master's house;" these items especially marking the kind of School they desired to assist. The grant was reported to the Committee on June 9, 1818, but it was not until 1819 that the building was commenced. On the 12th of April, of that year, the inscription stone over the principal entrance was publicly laid by the Recorder of the Borough.

At the commencement of 1850, the provisions of the trust deed, approved by the Committee of Council, came into operation. By the management clauses of that deed it is provided that—"The several Rectors or Ministers for the time being, of the several Parishes or Churches of St. Martin, St. Philip, St. Thomas, St. George, and all Saints, and the Perpetual Curate of Bishop Ryder's Church, for the time being, shall have the superintendence of the moral and religious instruction of the scholars attending the said School;" "but in all other respects, the management, direction, control, and government of the said School and premises, and of the funds and endowments thereof, and the selection, appointment, and dismissal of the schoolmaster and schoolmistress, and their assistants, shall be vested in and exercised by, a Committee, consisting of the said Rectors for the time being of the several Parishes and Churches aforesaid, and the Minister of Bishop Ryder's Church, the Mayor of Birmingham, the Recorder, the Bailiff and Head Master of King Edward's School, and of fifteen other persons, being subscribers to the funds of 1*l*. 1*s*. yearly, or donors of 10*l* and upwards at any one payment, of whom the following shall be the first-appointed. Then follow the names of the Committee who make this Report to the meeting, and who, having been in office since the commencement of 1850, are prepared (such of them as are elected members,) to resign their trust into the hands of their constituents, the Donors and Subscribers to the Charity, who at a meeting to be held always on the second Tuesday after the first day of January in each year, shall proceed to elect fifteen qualified persons to serve on the Committee of Management for the current year.

The Committee thus constituted, have power under the trust-deed, to make laws and bye-laws for the management of the School and its officers, according as they may see fit; and it is also provided, that a printed copy of all such laws shall be sent annually to the Lord President of the Privy Council, and one to the Bishop of the Diocese.

The condition of the School at present is as follows:—

It consists of three departments. 1. A Day-school for boys and girls above seven years of age. 2. Industrial Classes for both sexes, with the same limitation as to age. 3. An Asylum for deserted and orphan children.

1.—The first includes all the children attending the School; the sexes being taught in separate rooms under a schoolmaster and schoolmistress. Reading, writing, and arithmetic, together with Biblical instruction, and (unless in any particular case prohibited) the Church Catechism, form the staple of the instruction given in the Day-school. The outlines of geography and English history occasionally form an additional subject of instruction to the first class of boys. Singing forms, also, a frequent and happy variety in the School instruction.

At the present time, the Day-school numbers in daily attendance, 105 scholars, male and female, of which 65 are boys, and 40 girls.

The total number whose names appear on the Register commenced in January 1850, is 170, of whom 61 only have been admitted during the past year. 65 children have left the school during 1850, and of this number 15 are of those admitted during the same year. The total number admitted to the school in its different stages since 1846, is about 400. Of those admitted in 1846, there are only 7 remaining; of those admitted in 1847, there are 12; of 1848, 12; of 1849, 31; and of 1850, 46.

2.—The Industrial Department is at present limited to 50, viz., 30 boys and 20 girls, which number is always kept up by promoting day scholars to the vacancies made by children leaving this department of the School. The fifty working children attend their industrial classes from two to five in the afternoon. These children remain for ten hours a day in the School, and receive two meals, viz., dinner at half-past twelve, and supper at five. The amount of subscriptions and donations at present preclude the possibility of extending this interesting department to a large number of children; but it is to be hoped, that when the School becomes better known, a considerable increase of support will be obtained. The boys' employments are tailoring and shoemaking. The larger portion of the clothing and shoes made by these little artisans, is sold at nominal prices to themselves, and they have been always encouraged to put in from time to time a penny or a half-penny into a clothing fund, by which means they accumulate, in a longer or shorter time, as the case may be, enough to purchase a jacket, or pair of trousers or shoes, or under clothing, (made by the girls) and when the subscriber is a working boy, subscribing for his own work, he obtains the article at a lower price, in consideration of his labour. Very little of the children's work has been sold out of the School during the past year. In former years, as much as 70*l*. and even 80*l*. has been added to the income of the School, by means of the labour of the industrial classes. During 1850, only 31*l*.; but there is a considerable stock on hand. It should be noticed, that in the years in which the larger amounts were obtained, exertions were used, to obtain orders from public institutions; the Blue Coat School one year, and the Borough Gaol another, supplying employment which has not been obtainable during the past year.

In order to render, if possible, the children's labour remunerative in a greater degree, the Committee propose, that during the ensuing year the tailor's work should be discontinued, except on days appointed for mending clothes; and that basket making should be substituted for it; the latter employment having been found more generally productive.

The Committee have had under their consideration the probability of obtaining Government aid towards the support of the industrial classes; but a communication was made to the Committee a few months ago by Her Majesty's Inspector of Schools, to the effect that the Committee of Council were, on reflection, disinclined to give encouragement to classes in which any sort of industrial labour but that employed in the cultivation of the soil was taught. The Committee have been very desirous to meet the matured designs of the Committee of Council in this respect, but the difficulties which lie in the way of accomplishing their wish are great. Still they are not without hope that they may yet be able to try the experiment.

3.—The asylum is intended to accommodate 15 or 20 boys, and the same number of girls, of the deserted or orphan class, and the Committee are anxious that the public should understand that any such children will be received, if otherwise qualified, upon the payment in advance of 8*l*. per annum, for which sum the Committee undertake to lodge, board, clothe, and educate them from the age of seven to 15 years inclusive. One boy has been received during the present month into this department, and the Committee have every expectation that such an institution will be found a most useful addition to the many excellent charities of the town. Where the payment is beyond the means of one individual, two or more might well unite to bear the expense of placing a poor orphan or destitute child in a situation which, with God's blessing, cannot fail to rescue it from the greatest danger and misery. Any child residing within a radius of two miles from St. Philip's Church is eligible for admission to this department.

The Committee report that the progress of the School has been marked by the greatest order and regularity, under the superintendence of the master and Matron, Mr. and Mrs. Thomas. In the Schools the children have been attentive, orderly, and obedient to their teachers, and have made very fair progress. In the industrial classes there has been equal diligence and orderly behaviour. The attendance has been very good, especially on the part of the boys; and the behaviour of all the children, both in and out of School, has been marked by the most pleasing docility and propriety. They appear, one and all, to like their school and their teachers, and the parents and friends are generally found to appreciate the advantages afforded to their young relations.

Three boys have been apprenticed during the past year to respectable tradesmen for seven years, viz., two shoemakers, and one tailor, and of these the Committee have the best reports. Seven other boys have left the School, in order to assist their parents in the trades they have learnt in the industrial classes.

Dr. APPENDIX (C).—SCHOOL GARDEN, FORTHAMPTON, cultivated by the Senior Boys.

Dr.	1850.	Dr.	£	s.	d.	1850.	£	s.	d.
June 11.	To 5 dozens of cabbage	.	0	1	8	March 13.	By Parsnip seed	.	.
" 12.	1 ditto	.	0	0	4	"	Carrot seed	.	.
" 19.	2½ ditto	.	0	0	10	"	Onion seed	.	.
July 12.	2 pots of potatoes (not sorted)	.	0	4	6	May	1. ½ peck of peas	.	0 0 9
" 16.	1 ditto	.	0	2	6	"	One year's rent for half an acre, and manure	.	1 15 0
" "	1 small ditto	.	0	0	2	Dec. 31.	Balance to be divided among the boys	.	3 0 5
" "	5 pots of beans	.	0	4	2			.	.
" 18.	2 pots of potatoes	.	0	5	0			.	.
" "	1 small ditto	.	0	0	9			.	.
" "	4 pots of beans	.	0	3	4			.	.
" 19.	2 pots of potatoes	.	0	3	0			.	.
" "	1 small ditto	.	0	0	6			.	.
" "	2 pots of beans	.	0	1	8			.	.
" 20.	2 pots of potatoes	.	0	5	0			.	.
" "	1 small ditto	.	0	0	2			.	.
" "	1 pot of beans	.	0	0	10			.	.
" 22.	2 pots of potatoes	.	0	5	0			.	.
" 24.	1 small ditto	.	0	0	4			.	.
" "	2 pots of ditto	.	0	5	0			.	.
" 25.	1 small ditto	.	0	0	3			.	.
" "	1 pot of ditto	.	0	2	6			.	.
" 26.	2 pots of ditto	.	0	5	0			.	.
Aug. 23.	1 pot of French beans	.	0	5	0			.	.
Sept. 3.	2 pots of ditto	.	0	3	4			.	.
" 9.	2 pots of ditto	.	0	3	4			.	.
" 9.	3 pots of onions	.	0	9	0			.	.
Oct. 9.	3 ditto (divided among the boys)	.	0	9	0			.	.
Dec. 5.	6 pots of potatoes	.	0	13	0			.	.
" "	Parsnips	.	0	1	0			.	.
" "	Cabbages (divided among the boys)	.	0	2	0			.	.
Total			£	17	10				

About one-third of the potatoes were spoiled by the disease; the carrots and parsnips were a failure; and the peas were killed by the mildew.

CUBINGTON INDUSTRIAL SCHOOL.

EXPENSES for One Year ending October 1850.			INCOME for One Year ending October 1850.		
	£	s. d.		£	s. d.
The Master's salary	43	0 0	Garden stuff sold	96	19 5
Boys' wages	31	17 6	Wheat and beans	16	17 0
Boys' board and lodging	23	6 2	Pigs sold	38	18 0½
Extra labour	17	7 4			
Expenses of pigs	25	15 5			
Manure bought	12	2 6			
Tools, &c.	5	19 9			
Seeds, plants, &c., bought	13	11 8			
New building, barn, and pig-styes	33	0 0			
Expenses of taking to new gardens	13	12 0			
Rent	14	7 6			
Total	233	19 10			
Deduct Income	152	14 5½		£152	14 5½
	£81	5 4½	This does not include wheat, bacon, and vegetables, consumed by the boys, who are boarded.		

Some improvements are proposed for next year: two cottages, close to the garden, have been taken on a seven years' lease, and furnished for the accommodation of the boys; so that, for the future, almost all the boys will be boarded with the master.

HAGLEY GARDENING ACCOUNT.

CHAS. DALLOP.					
Seeds Sown.			Received for Crop.		
	s.	d.		s.	d.
Feb. 7. ½ peck of early potatoes	1	0	July 28. Early potatoes	1	6
„ 1 pint of beans	0	2½	„ 1 peck of beans	0	5
„ 1 pint of peas	0	3	„ 1½ peck of peas	1	0
„ 1 peck of Irish apples	1	3	Oct. 19. 8 pecks of potatoes, at 8d.	5	4

8 3

H. CHOWLES.					
Seeds.			Money Received.		
	s.	d.		s.	d.
April. ½ peck of ash-leaf kidneys	1	3	June. Radishes	0	1½
„ ½ peck of Irish apples	0	6	„ Lettuces	0	8
„ ½ oz. of onion seed	0	2	„ 63 lbs. of early kidneys	5	5½
„ Lettuce seed	0	1	„ 1½ peck of beans	0	6
„ Radish seed	0	1	Aug. Turnips, 2½ pecks	0	9
„ Broad beans	0	3	Sept. 4½ pecks of late potatoes	3	0
July. Savoy plants	0	3	Nov. Savoy	0	7
„ Turnip seed	0	1	Dec. Onions	0	10
	2	8		11	11
Have grown no carrots this year; they did so badly last.			Deduct	2	8
			Profit	9	3

The profits are not so great as they would have been, as the frost killed the broccoli.

WILLIAM HOPKINS.

1850. Money paid for Seeds.			1850. Money Received.		
	s.	d.		£	s. d.
Feb. 7. pint of Windsor beans.	0	3	March 16. Brocoli . . .	0	0 6
" 11. $\frac{1}{2}$ peck of ash-leaf kidneys . . .	1	3	June. 20 lbs. of potatoes	0	2 8
" 18. $\frac{1}{4}$ peck of pretty Betty's . . .	0	5	July. 30 lbs. ditto . . .	0	4 6
" 25. Ditto ditto . . .	0	5	" Beans . . .	0	1 6
March 13. $\frac{1}{2}$ oz. of onion seed . . .	0	2	Aug. Ash-leaf kidneys . . .	0	1 0
" 18. $\frac{1}{2}$ peck of early blues . . .	0	4	Nov. Potatoes . . .	0	9 0
July 9. Brocoli plants . . .	0	6	" Onions . . .	0	1 4
Oct. 10. Cabbage plants . . .	0	4			

Total . . . 3 8

These potatoes are very good croppers, and fit to get up almost as soon as the ash-leaf kidneys.

Amount . . . 1 0 6

Deduct . . . 0 3 8

Profit . . . £0 16 10

GEORGE INSTONES.

Money paid for Seeds.			Received for Crop.		
	s.	d.		s.	d.
March 6. $\frac{1}{2}$ pint of beans . . .	0	2	July 28. 3 lbs. of potatoes . . .	0	6
" 26. $\frac{1}{2}$ peck of Tewkesbury's . . .	1	0	Aug. 2. 2 lbs. of ditto . . .	0	1
April 3. $\frac{1}{2}$ peck of ditto, saved from seed.			Sep. 13. Cabbage . . .	2	3
" $\frac{1}{2}$ peck of white ones . . .	1	0	" 1 bag of potatoes . . .	5	0
" 50 cabbage plants . . .	0	3	" $\frac{1}{2}$ bag of little ones . . .	1	6
Aug. 40 brocoli . . .	0	3			
Amount . . .	2	8	Beans, seed . . .	9	4 $\frac{1}{2}$
			Deduct . . .	2	8
			Profit . . .	6	8 $\frac{1}{2}$

GEORGE ROWE.

Seed Sown.			Received.		
	s.	d.		s.	d.
Feb. 12. $1\frac{1}{2}$ peck of potatoes . . .	1	3	June. $1\frac{1}{2}$ peck of peas . . .	1	0
Feb. 6. 1 pint of peas . . .	0	5	" 3 pecks of beans . . .	1	3
" 1 pint of beans . . .	0	3	July. 3 pecks of ash-leaves . . .	3	0
Feb. 26. $1\frac{1}{2}$ peck of potatoes . . .	0	10	Sept. 7 pecks of hang-up potatoes . . .	4	8
	2	9		9	11
			Deduct . . .	2	9
			Profit . . .	7	2

APPENDIX (D).

DROITWICH PENNY BANK.

Trustees.

Edward Smith, Esq., Mayor.

Rev. J. Topham.
Rev. W. Lea.
J. Cartier, Esq.
S. Tombs, Esq.

T. Tomkins, Esq.
J. Holyoake, Esq.
T. G. Smith, Esq.

Mr. Wall.
Mr. R. Allen, Jun.
Mr. E. Smith.

Mr. R. Smith, *Honorary Secretary*

The object of this Bank is to create and foster habits of regularity and frugal economy, by giving facilities for, and inducing deposits of, the smallest sums of money, repayable on demand, or with interest at the end of each half-year.

RULES.

1. That the Bank shall be under the entire direction and control of not less than three Trustees who shall act as Managers, and that no Trustee or Manager shall derive any emolument whatever therefrom.

2. That a General Meeting of the Trustees (three to form a quorum,) shall be held annually, on the second Monday in December, to receive a report of the proceedings and statement of accounts for the past year, and to elect Trustees or any other officers that may be deemed necessary to conduct the business of the Bank.

3. That the Trustees shall at any time sanction an investigation of all the books and transactions of the Bank, by an auditor duly appointed by the depositors at any properly constituted meeting; one-fifth of their number being present; such investigation to be made at the expense of those requiring it.

4. That the weekly deposits received shall be placed in the Droitwich Savings Bank, on the next Savings Bank day, to the account of the Droitwich Penny Bank; but a sufficient sum may be retained to meet weekly repayments.

5. That the Bank shall be open for business every Monday from 11 to 1 o'clock in the forenoon, when persons of all ages, both sexes, and every class, may become depositors.

6. No person shall deposit less than a penny at one time, or more than 15*l*. in a year. The whole amount may be withdrawn, at any time, on demand, in ordinary circumstances; but with a view to prevent depositors from making any improper use of this privilege, it shall be optional with the Managers to insist upon a sufficient notice, to enable them to withdraw deposits from the Droitwich Savings Bank.

7. Every depositor shall be furnished with a Pass Book, free of expense, in which all deposits shall be entered, and no money will be received or paid unless the book is produced. Any depositor requiring a second book, in consequence of the first being lost or spoiled, shall pay fourpence for the same.

8. The interest accruing on the whole of the deposits placed in the Droitwich Savings Bank, at the end of each half-year, being the 20th day of May, and the 20th day of November, shall be added to the account of each depositor whose deposit shall amount to Twenty Shillings and upwards, in proportion to the time and amount of such deposit; but no less amount will be entitled to interest, nor any amount whatever, if withdrawn before the end of each half-year.

9. The Trustees shall reserve out of the interest arising from the deposits in the Savings Bank such an amount as will defray the rent of an Office, Stationery, and Printing, or other incidental expenses, absolutely necessary for carrying on the business of the Bank.

APPENDIX (E).

The Industrial School at Bristol is in connection with the Bristol and Clifton Ragged School Society; patron, the Bishop of the Diocese. The boys of the Industrial School are required every morning to bring a certificate of their attendance the previous evening, at one of the five Educational Schools of the Society; which are open from 7 to 9 every evening, except Saturday: in addition to which they receive an hour's religious instruction every morning at the Industrial School.

The number of boys at present limited to 50; the average attendance is about 44: they are employed five and a half hours in the day, in sieve and garden net-making: boot and shoe making and mending, and oakum-picking: about 30 at net-making, 5 at shoe-making, and the remainder (on first admission) in oakum-picking. The profits upon their work are about 5*l*. per month. Formerly, rewards in articles of clothing were given quarterly to those who had been regular in attendance, diligent, and well-behaved: a certain number of good marks entitling a boy to a proportionate reward; of late it has been thought better, with a view to encourage industry, and induce the habit of looking to the work of their own hands for their support, to give them a certain stated remuneration for their work, and the plan has been to give them half of the profits of their daily labour, after the first penny, which is reserved to go towards the expenses of their maintenance: the money earned by the boys is to be laid out in the purchase of clothing, at very reduced prices, or in other ways for the benefit of the boys, at the discretion of the Committee.

They receive three meals in a day, of cocoa, rice-milk, bread and cheese, meat-

soup, pudding, &c., varied a little from day to day : at a cost as nearly as may be, of one shilling a head per week.

Three homeless boys are provided with lodging, as well as board, in the house of the Superintendent, which is within the walls of the premises, and which has accommodation for more than twice that number. The staff of officers consists of the Chief Superintendent, who gives the religious instruction in the morning, and has the general management of the establishment ; but he is employed also partly as a Scripture reader, and partly, as master of one of the Society's evening schools, and so can give but a limited amount of personal attendance at the Industrial School ; under him, his son conducts the school, and teaches boot and shoe-making ; the net-making is taught by a qualified mistress. A change in the management is now being made ; a Superintendent from the Training-school at Battersea, recommended by Mr. Tufnell, is engaged, who will have the management of the institution, and teach shoe making ; and a net-maker from Cornwall, with his wife and family, are to conduct the department of net-making, and attend to the victualling, cooking, &c. Both parties are to reside on the premises which are very commodious. On Sunday, the boys come to breakfast, and have an hour's religious instruction, and are then taken to the District Church ; they come again to the school at half-past 2, receive religious instruction for an hour and a half, get a dinner of bread and cheese, and are dismissed.

Destitution is the prime qualification for admission ; a large proportion of the boys are fatherless. The Committee of Council have made a grant this year of 8*l.* towards the rent.

APPENDIX (F.)

Cheltenham Training College Model Schools,
21 February, 1851.

REVEREND AND DEAR SIR,—

In conducting my school, I always endeavour to follow out the principle of interesting the boys themselves, as much as possible, in the business of the school ; and for this reason I resolved, some months ago, to adopt a suggestion of Mr. Abbot's, in his "Teacher," and form a committee of boys, each entrusted with particular duties, and all expected to exert themselves in promoting the general welfare of the school. First of all I appointed my pupil-teachers to certain classes of duty : one has charge of all reading-books, slates, copy-books, pens, &c., &c., and of all stationery ; he being expected to keep accurate accounts of our expenditure in this department, and to see that no class is extravagant in the use of the articles under his charge ; another pupil-teacher sees that black boards, maps, &c., are clean, and in good condition ; another, has charge of the windows, fires, ventilation, &c., and is responsible for the general tidiness and comfort of the room.

This preliminary step at once took a great deal of care and drudgery out of my hands. If anything was amiss, *I knew at once in whose province the matter lay*, and whom to blame.

I then thought that the labour thus imposed upon each pupil-teacher might with advantage be transferred to certain officers selected from among the boys, in reward for good conduct, and appointed to act for a fortnight under their respective pupil-teachers ; these last being instructed to keep up an active supervision, and to hold themselves the really responsible parties, if anything went wrong. Two officers under each, and an additional two acting as my officers, and called "censors," were elected ; all, especially the censors, being boys of established good character. All matters in the school are under the charge of the censors ; they observe and report upon the behaviour of the other officers, keep a daily register of late-comers, and report on the conduct of all the boys in school, play-ground, church, and in the streets ;—all reports being in writing. The other officers are expected to render, all the assistance they can in their several classes, bringing and taking away books, slates, &c. All the officers together form a committee, with which, at certain periods, I and my pupil teachers meet, and discuss the affairs of the school,—reading over the reports slipped into the Report-box during the week,—enquiring about absentees,—and how the classes have progressed lately in this and that branch, &c. ; bad grammar and incorrect spelling, in the reports, are of course commented upon, and noticed as particularly to be avoided by officers.

It is impossible for me to describe the good effects this plan has already produced.

The order of the school is better, and keeps so without much trouble on my part. The good conduct and cleanliness of the boys are improved, for the officers are required to be examples in all respects to the school; and many a good boy, with some glaring fault in his character nevertheless, as a want of punctuality for instance, has been effectually cured of it, by being created an officer. It answers well, also, as opening out a system of rewards. Each pupil-teacher can exhibit his approval of a boy's behaviour by proposing him as one of his officers, and even as a fit candidate for the office of censor. The first censor is appointed by myself; the second by the retiring officers; and the others by the pupil-teachers, having first obtained my permission. All their names are entered in a book kept for the purpose.

The next plan which I mentioned to you is that of laying out, at the beginning of every quarter, what work is required to be done in all the classes, and in every subject, during the quarter. This plan is put up on a board; and on the same board every pupil-teacher is instructed to affix, every Monday morning, a plan of that portion of the quarter's work which he purposes getting through during the week. This plan has, I think, very obvious advantages; work is always better done, and more of it done too, when it is all laid out beforehand. I enclose a copy of my present quarter's plan, and one or two of the pupil-teacher's plans for this week.

The third plan, which I submitted to your notice, and of which you were kind enough to request an account, has reference to the *private studies* of my pupil-teachers. The enclosed Table is a copy of those which are to be filled up next week. Every Saturday evening the pupil reviews his week's studies, and then draws out this Table for the next week, in a book provided for him. The first column contains the numbers of the departments into which his range of study is divided; column second, the names of those departments; column third, the number of hours which he intends to devote to each during the week. Then follow columns for each day, divided by diagonal lines. In each of the upper corners he marks, on Saturday evening, with pencil, the time each day to be spent in each subject. Then, with ink, he marks the work for Sunday; on Sunday evening, with ink, the work for Monday, and so on; then, at the close of each day, he marks in the *lower* corners, what time he actually has spent in each department. In the same way, the time spent in reviewing, and the hours of rising each morning, are noted, with general remarks at the end, and the total number of hours spent during the week. Besides this, the pupil-teacher is required to write a short diary of his studies, and to submit the whole to my inspection every week. All this writing and drawing out Tables is made an exercise in penmanship and composition. Its advantages are, that it enables me to take cognizance of the habits of industry and steady perseverance of my pupils; or, by encouragement and advice, to lead them to these, if necessary. It also ensures regularity in the performance of home-exercises, and in the preparation of the lessons given out.

Rev. H. W. Bellairs.

I am, &c.
(Signed) JOHN SUTCLIFFE.

CHELTENHAM TRAINING COLLEGE MODEL SCHOOLS.

QUARTER'S WORK, FROM CHRISTMAS 1850 TO EASTER 1851.				
SUBJECTS.	1 ST CLASS.	2 ND CLASS.	3 RD CLASS.	4 TH CLASS.
Scripture.	1 st Class — Exodus, Joshua, and Acts of the Apostles.	Same as first.	Exodus and Acts of the Apostles.	Acts of the Apostles.
Catechism.	Catechism, with Scripture proofs, to end of Commandments.	Same as 1 st Class.	The whole Catechism, with Explanation.	Same as 3 rd Class.
Reading.	In Course — Section 1 st . In Sciences — History of Man, from page 117 to end.	In Series — Section II.	Third Reading Book, Section II.	Second Reading Book, pages 9 to 20.
Grammar.	Bromby's Grammar, Parts I. and II. — 21 Rules in Syntax.	Learn Part I. and Section IV. and 2 of Part II.	Learn from Reading Lessons, Nouns, Adjectives, Pronouns, and Verbs.	Noun, Adjective, and Pronoun.
Etymology.	Prefixes and Affixes, with 600 Latin Roots from Course.	Prefixes and Affixes, and all the Roots in the Series.	..	..
Geography.	For Gallery Lessons — Great Britain: Sullivan's Chap. 1 and 2; M. Leod's, pages 1 to 21.	Gallery Lessons — Great Britain: M. Leod's, pages 1 to 21.	Gallery Lessons — Outline of Europe, especially England and Scotland.	Same as 3 rd Class.
History.	James II. to Victoria.	List of Kings, and Reign of George III.	List of Kings.	Same as 3 rd Class.
Arithmetic.	Reduction, Proportion, Fractions, and Practice.	Compound Rules Reduction, and Simple Proportion.	Simple and Compound Rules.	Four Simple Rules.

WEEK'S EXERCISE, FROM FEBRUARY 17 TO 21, 1851.

1st Class.

SCRIPTURE.—Acts of the Apostles, 1st and 2nd Chapters.

CATECHISM.—Decalogue, with proofs.

GRAMMAR.—Parts of Speech, Syntax. Six rules, from Rev. C. H. Bromby's Grammar.

HISTORY.—Queen Anne, Events.

ETYMOLOGY.—Sixty Roots, from McCulloch's Course.

ARITHMETIC.—Compound Multiplication and Division, Simple and Compound Proportion.

GEOGRAPHY.—In Sullivan's, Chapter 3. Turkey and Greece.

READING.—In McCulloch's Course, from page 1 to 6. In Sciences: Part of "History of Man."

My assistant (John Bound) to perform the above exercises, and work with myself in the higher branches of education.

(Signed)

WILLIAM WHITE, *Teacher.*

WEEK'S EXERCISE, FROM FEBRUARY 17 TO 21, 1851.

2nd Class.

SCRIPTURE.—Acts, the 6th and 7th Chapters.

CATECHISM.—Baptismal Vow, with Scripture Proofs.

READING.—In Series, from page 8 to 10.

GRAMMAR.—Nouns and Pronouns, with number, gender, case, &c.

ETYMOLOGY.—In Series, from "D" to "I."

GEOGRAPHY.—The province of Leinster.

HISTORY.—The Plantagenets, with dates.

ARITHMETIC.—Compound Multiplication.

My assistant (James Freeman) to perform the same exercises as 1st Class, and to work with myself in the higher branches.

(Signed)

JAMES GRAHAM, *Teacher.*

WEEK'S EXERCISE. FROM FEBRUARY 17 TO 21, 1851.

3rd Class.

SCRIPTURE.—From 12th to 15th Chapter of Exodus, prepare to 18th for next Monday.

CATECHISM.—From Belief to end of Commandments, with explanation.

READING.—From page 70, section 2, to page 77.

GRAMMAR.—Learn from reading Nouns, Adjectives, Pronouns, and Verbs.

GEOGRAPHY.—Outlines of Scotland.

HISTORY.—From William the Conqueror to Richard I.

ARITHMETIC.—Compound Addition continued.

My assistant (J. Smith) to prepare same lessons as 1st Class, and to work with me in Arithmetic, Geography, &c.

(Signed)

WILLIAM WILSON, *Teacher.*

PUPIL TEACHERS'

PLAN OF STUDIES FOR WEEK, FROM SATURDAY EVENING,
FEBRUARY 22, TO SATURDAY EVENING, MARCH 1.

[illegible]

APPENDIX (G).

The objects of the Warwick and Leamington Schoolmasters' Association are thus stated in a passage of this year's Report:—

"In consequence of the high standard of qualification set up by the Committee of Council of Education, for masters of National and other schools, it is necessary that the masters should make themselves fully acquainted with the various branches of knowledge specified in the Minutes of the Committee of Council on Education. In order to this, an accurate knowledge of arithmetic, grammar, geography, sacred and profane history, algebra, land-surveying, levelling, and mensuration, is *absolutely necessary*. Several of the schoolmasters of this part of Warwickshire have only a partial acquaintance with some of these subjects, and desire to increase their information by meeting together at stated periods, when they may assist each other by mutual instruction, and occasionally obtain the advice and direction of those who may countenance their efforts, and fully qualify themselves in the subjects for examination at the yearly inspection."

The Rules are as follows:—

"1. That this be an Association for the mutual improvement of schoolmasters, whose schools are in connexion with the Church of England, as certified by the clergyman of the parish; and that it be called 'The Warwick and Leamington Church Schoolmasters' Association.'

"2. That the admission of any schoolmaster, wishing to belong to this Society, be proposed and seconded by two members, and the election be decided by a majority of the members present; and that the admission fee be 1*s* 6*d*.

"3. That a Secretary be appointed annually, whose duty shall be to transact the general business of the Association and act as Librarian.

"4. That a Treasurer be appointed annually, to receive through the Secretary all subscriptions and donations, and to pay the current expenses.

"5. That an annual meeting be held, when a Report of the proceedings of the Association, and the Treasurer's account, (the said account having been audited,) shall be presented.

"6. That the annual meeting be held alternately at Warwick and Leamington in the month of May, when the members shall attend the church, after which, dine together at an expense not exceeding 2*s* 6*d*., and that the Vicar of the parish where the meeting shall take place, be solicited to give an address and to take the chair on the occasion; also that the clergy and friends of the Association be invited to attend.

"7. That a quarterly subscription of one shilling be paid by each member in advance, and that the subscription commence from the 1st of May, 1848.

"8. That no money be expended except by order of the members in meeting assembled, when four, at least, must be present.

"9. That any two members of the Association may call upon the Secretary to convene a Special Meeting; and that at all meetings of the Association, a chairman shall be appointed to preside (except when the Patron, a Vice-Patron, or President, shall be present to take the chair).

"10. That the meetings of the Association be held alternately at the National School Rooms, Warwick and Leamington, on every third Saturday throughout the year, at 12 o'clock; and that four form a quorum.

"11. That the selection of books be entrusted to a Committee, consisting of the President, Treasurer, and Secretary, and two other members of the Association, who shall be appointed at the annual meeting; and that all books so selected shall be approved of by the Patron, or two, at least, of the Vice-Patrons.

"12. That each meeting of the Association begin and end with a form of prayer, selected from the Book of Common Prayer, to be read by the Chairman.

"13. That the minutes of the preceding meeting having been read and confirmed, a paper be read by a member, and the rest of the time devoted to discussion; both the paper and discussion to be on School subjects. The subject of the paper to be announced at a previous meeting.

"14. That any member leaving his situation, and removing to a distance of 20 miles, shall be entitled to receive books equal in amount to one-half of his subscription.

"15. That any member neglecting to attend the meetings at the time and place

appointed, or send a written reason to the Secretary before such meeting commences, to pay a fine of sixpence.”

Its operations are thus described in the Report for 1850:—

“For the information of those unacquainted with the same, the Association was established in May 1848, for the ‘mutual improvement of schoolmasters, whose schools are in connection with the Church of England.’ The meetings of the Association have been held regularly every three weeks, alternately, at the Warwick and Leamington National Schools, when papers of an educational character (compiled by the several members themselves) have been read; the various subjects advanced have been discussed, the several branches of education required by the Committee of Council of Education have been studied, and all with the same desire, on the part of the members, as expressed in the 1st Report, viz., that they might acquire the best views and means whereby they might promote the sound education of the children committed to their care, and also that they might become better qualified themselves to fill the important stations assigned to them, viz., that of training up the young to do their duty ‘in that state of life into which it shall please God to call them.’ With respect to the promise made in the last Report, that it was purposed that extra attention should be paid to the 13th Rule of the Association, the Secretary feels great pleasure in being able to shew that the said promise has been fulfilled, by having it in his power to lay before the members and friends of the Association a list of the subjects on which papers have been read to the Association during the past year, which at once shews that it is a good one, and that some progress has been made in the right direction. The following is the list of subjects on which papers have been read:—1. On ‘English Grammar and Paraphrasing,’ by Mr. Newnham, of Hill. 2. On ‘The Geography of Europe,’ by Mr. J. E. Baker, of Snitterfield. 3. On ‘Astronomy,’ by Mr. R. Baker, of Leamington. 4. On ‘Church History,’ and 5, of ‘Agricultural Chymistry,’ by Mr. Town, of Napton. 6. On ‘Religious Teaching,’ by Mr. Hunter, of Claverdon. 7. On ‘Physical Geography,’ by Mr. Wyver, of Warwick. 8. On ‘Music,’ by Mr. Southam, of Fretton. 9. On ‘The Rites and Ceremonies of the Apostolical Age,’ by Mr. J. E. Baker, of Snitterfield. 10. On ‘Ancient Geography,’ by Mr. Baker, of Leamington. 11. On ‘Drawing,’ by Mr. Fretton, of Southam. 12. On ‘The Reformation in England,’ by Mr. Bolton, of Warwick. The Association would here tender their grateful thanks to the Rev. Herbert Hill, of the College, Warwick, for an interesting Lecture delivered before the Association, on ‘English Literature;’ and they also beg to express the hope that new friends may be found during the coming year to assist in a similar way. In reference to the working of the Association, the Secretary begs to mention one point especially which has been, and still must be, productive of much real good. It is that of members arranging sets of useful questions on school subjects, and laying them before the Association, in order that each member may have an opportunity of solving them in the interval that elapses between the meetings. In this way the whole of the information that can be obtained on the subjects by the various members, is brought before the whole, and leading, as it does, to much discussion, must necessarily tend greatly to the mutual improvement of the members. In the last Report it was stated, that the operations of the Society had been much hindered for want of funds. In this respect there has been a decided improvement during the past year, caused in the first place by an increase of subscriptions, and, in the second, by the kindness of the Committee of Council of Education, in allowing the Association to purchase books at reduced prices, thereby causing an advance towards obtaining that most important desideratum, a ‘Schoolmasters’ Library.’”

APPENDIX (H).

OXFORD DIOCESAN BOARD OF EDUCATION.

Subscription to the following terms of union are required:—

‘I declare, That in the above-named school (or schools)

“1. The children are to be instructed in the Holy Scriptures, and in the Liturgy and Catechism of the Established Church.

" 2. With respect to such instruction, the schools are to be subject to the superintendence of the parochial clergymen.

" 3. The children are to be regularly assembled for the purpose of attending Divine service in the parish church, or other place of worship under the Establishment, unless such reason be assigned for their non-attendance as is satisfactory to the managers of the school.

" 4. The masters and mistresses are to be members of the Church of England.

" 5. A Report on the state and progress of the schools is to be made at Christmas in every year, to the Diocesan Board; and the schools are, with the consent of the managers, to be periodically inspected by persons appointed either by the Bishop of the Diocese, or the Diocesan Board of Education.

" 6. In case any difference should arise between the parochial clergy and the managers of the schools, with reference to the preceding Rules, respecting the religious instruction of scholars, or any regulation connected therewith, an appeal is to be made to the Bishop of the Diocese, whose decision is to be final."

" IN CASE OF INFANT SCHOOLS.

" I pledge myself, that the above-named school (or schools) shall be conducted on the principles of the Established Church, by masters or mistresses who are members of the same; that they shall be open to the visitation of the parochial clergy, and that a Report shall be made from time to time on the state and progress of the school."

" Signed by the Parochial
Minister, or other
Manager."

APPENDIX (I).

SUMMARY A.

* * The numbers in each of the following columns depend upon this first column. The results given, taken as complete accounts

137	25,924	13,030	12,436	41	348	29	8	02	6·08	18·14	21·46	12·82	30·55	30·6	Per Centage of Children learning		
															Arithmetic		
															Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.

* Taken on number

SUMMARY B.

Aggregate Annual Income, as stated by Managers.

From Local Endowment.	From Local Subscriptions	From Local Collections.	From School Pence.	From other Sources.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,508 16 8	1,073 13 10½	1,176 1 5½	3,444 13 6½	570 5 3½

APPENDIX (I).

SUMMARY A.

being those of actual inspection only, between 1 November, 1849, and 31 October, 1850, are not to be of the Inspector's District.

as far as				* Per Centage of Children										Per Centage, Ages																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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				On Paper.		On Slates.			Books of General Information.	Hymns and Scriptures.	Easy Narratives.	Letters and Monosyllables.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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present at Examination.

SUMMARY B.

Aggregate Annual Expenditure, as stated by Managers.														
TOTAL.			Salaries of Teachers.			Of Books and Stationery.			Miscellaneous Expenses.			TOTAL.		
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
10,773	11	10½	8,429	8	5	754	13	10½	2,450	0	6	11,634	2	9¼

ALPHABETICAL LIST OF SCHOOLS IN FOLLOWING
TABULATED REPORTS.

* * The numbers indicate the order in which the Schools appear.

	No.		No.
Avening	35	Cheltenham—	
Almondsbury	70	Bath Road	37
Alveston	71	Trinity	38
Alcester	83	St. Paul's	39
Attleborough	101	Trinity Boys	40
Ashchurch	117	Central	41
Abergavenny	123	Christ Church	42
		Charity	43
		St. James's	45
		Christ Church, Infants	57
		St. Peter's	59
		Cleeve	55
B		Charlton Fings	58
Birmingham—		Churchill	72
St. Mary's	102	Chipping Norton	77
St. Mark's	17	Gubington	80
St. Peter's	97	Claverdon	87
St. Luke's	18	Clifton on Dunsmore	89
St. Thomas's	91	Cowley Moor	96
St. George's	84	Chepstow	118
St. Philip's	88	Court-y-Bella	120
St. Peter's	97	Coleford	125
St. Mary's	102		
St. Paul's	103		
St. Luke's	104		
Ditto, Infants	105		
Bishop Ryder's	110	D	
St. Mark's	111	Downton	30
Bishop Ryder's, Girls	128	Dunchurch	98
St. Mark's, Infants	130	Dilwyn	132
Blaisdon	1		
Blaenafon	2		
Bosbury	10	Edgbaston	86
Badgworth	60		
Beckley	63	Forthampton	46
Bristol—		Fairford	59
Hannah More's	65		
St. Michael's	67		
St. Simon's	68	G	
Industrial	108	Gloucester—	
Bidford	92	St. James's	44
Blenafon	124	Ditto, Girls	44
Bredicot	126	Ditto, Infants	48
Bosbury	131		
Bishop's Frome	134	Hales Owen	21
		Heytesbury	32
		Headington	75
C			
Chepstow	4		
Clifton on Dunsmore	8	K	
Cainscross	23	Kemerton	9
Chalford	34	Kinwartow and Great Alne	79
Coventry, St. Peter's	36	Kinsbury	129

L	No.	S	No.
Little Rissington	56	Shirehampton	12
Lewknor	61	Stourport	25
Leintwardine	133	Ditto, Girls	25
		Shipton Moyne	29
M		Salisbury	31
Minchinhampton	54	Stoke Orchard	49
		Stow on the Wold	76
N		Stockingford	90
Newport on Usk	3	Snitterfield	93
Newnham	5	Summer Town	107
North Cerney	93	Stoke Prior	109
Nuneham	64	Shipston-on-Stour	115
Nuneaton	112	Skenfrith	122
Ditto, Abbey End	113		
Newbold on Stour	116	T	
O		Tardebridge	14
Oddington	73	Tetbury	28
Oxford—		Tewkesbury—	
St. Paul's	74	Trinity, Infants	50
P		Ditto, Boys	51
Painswick	24	Thornbury	69
Pershore	27	Twynning	78
Prestbury	33	Tirley	85
Pontypool	119	U	
Prestbury, Boys	127	Upton St. Leonard's	47
Q		W	
Quedgeley	114	Warwick, St. Mary's	64
R		Warwick	6
Rugby	11	Ditto, Borough	82
Redmarley	15	Westbury on Trym	13
Redditch		Worcester—	
		St. Peter's	16
		St. Martin's	22
		St. John's	26
		Winterbourne	66
		Wolvey	95

Tabulated Reports, in detail, for the Year 1850, on the Schools inspected by the Rev. H. W. Bellairs, Her Majesty's Inspector of Schools, &c.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
1. Blaisdon Mixed . . .	1849. 26 Nov.	22	23	24	19	3. Mixed, three classes under master and mistress. 4. Fair. 6. Untraine; desks along the wall; no secular books; good tone about the school.
2. Blaenafon, Boys' . . .	27 Nov.	78	60	62	84	1. Not a good arrangement; two desks in parallel rows; a floor at the end of room. 2. Sufficient. 3. Five classes under master and apprentices. 4. Fair. 5. Class. 6. Appears to be earnest in his work, with good qualifications for his office.
Girls' . . .	"	73	80	76	82	1. Alone walks. 2. Sufficient. 3. Four classes under mistress and apprentices. 5. Fair. 4. Class. 6. Apparently earnest in her work, with some qualifications for her office.
3. Newport-on-Ussk, Boys' . . .	28 Nov.	211	212	265	200	1. Desks along walls; a better arrangement should be adopted. 2. Deficient. 3. Eight classes under master and five apprentices. 4. Moderate, not sufficient tone; great difficulties in effecting this. 5. Class teaching, collective and simultaneous, should be introduced. 6. Possesses some good qualifications for his office, and appears to be earnest and diligent in his work. 7. The condition of the school much improved. There are still many defects in teaching and discipline which may, and probably will, be removed. The circumstances of the place are "secular, and the master has to struggle with great difficulties.
4. Chertsw, Boys' . . .	29 Nov.	72	52	75	80	1. Desks along walls; too steep and narrow; an alteration should be insisted upon. 2. Deficiency of secular books. 3. Four classes under a master and monitors. 4. Fair. 5. Simultaneous and class. 6. Possesses good qualifications for his office, and will probably make an efficient teacher.
5. Newham	30 Nov.	70	5	20	70	2. Fair. 3. Imperfect; four classes under mistress and monitor. 4. Untrained. 7. The instruction very elementary; writing desks along wall; deficiency of secular reading books.
6. Warwick, Girls' . . .	3 Dec.	76	65	40	70	1. Along wall. 2. Sufficient. 3. Six classes under mistress, apprentice, and monitor. 4. Fair. 5. Class teaching; once a week religious instruction is given simultaneously by the clergyman. 6. Trained at Westminster; earnest in her work, with some good qualifications for her office.
7. Rudly, Elboro's Endowment; Boys' . . .	4 Dec.	117	35	32	142	1. Along the walls; application for grant has been made to their Lordships. 2. Insufficient; insufficient, will be provided. Six classes under master, three apprentices, and monitors. 4. Fair. 5. Simultaneous, for Bible and object lessons; collective for reading, geography, and arithmetic. 6. Certificated.
Girls' . . .	"	55	22	30	..	2. Sufficient. 3. Six classes under mistress, one apprentice, and monitor. 4. Fair. 5. Class teaching. 6. Mistress leaves at Christmas.

8. Clifton-on-Dunsmoor, Girls' . . .	5 Dec.	88	12	30	112	1. Along walls. 3. Two rows, mixed; the seniors above, the juniors below. 4. Fair; rooms too small to effect it good. 5. Collective Bible and object lessons. 6. The mistress appears to be earnest in her work, with some good qualifications for her office; somewhat deficient in skill, with defective pronunciation. 7. The ventilation in both rooms is imperfect.
9. Kemerton, Mixed . . .	7 Dec.	48	14	17	50	1. Along the walls; gallery at one end of the room, erected during the year. 2. Sufficient. 3. Four classes, mixed, under master, mistress, and apprentice. 4. Fair. 6. Appears to be diligent to the discharge of his duties; is somewhat heavy in his mode of teaching. 7. The general condition of the school is improved during the past year. Great pains are taken with the children, but there is room for improvement in the instruction, which is not given with sufficient skill.
10. Bosbury; Boys' . . .	18 Dec.	73	17	53	81	1. Three parallel rows at one end of room. 2. Sufficient. 3. Four classes under master, apprentice, and monitor. 4. Good. 5. Class, collective, and simultaneous. 6. Trained at Battersea; efficient as teacher and school-keeper; very good School.
Girls' . . .	"	56	24	55	57	1. Two desks at one end of room, parallel rows. 3. Four classes under mistress, apprentice, and monitor. 4. Fair. 5. Class, and collective (first and second class) for Holy Scriptures. 6. Untrained, earnest in her work. 7. School erected in 1848, opened in 1849. Great pains have been taken to improve the general condition of this school. Every possible encouragement should be given by their Lordships to this case. This remark applies to both schools, boys and girls, but more especially to the former.
11. Redmarley, Girls' . . .	19 Dec.	42	"	"	33	1. Desks along wall, only one black board. 2. Deficiency of secular books. 3. Four classes under mistress, apprentice, and monitor. 4. Fair. 5. Class teaching. 6. Is untrained. 7. This school appears to have suffered from the neglect of the former mistress; I have every reason to believe that the present mistress will attend carefully to her duties. The case is one entitled to their Lordships' very favourable consideration.
12. Shirehampton, Mixed . . .	20 Dec.	66	4	8	35	1. One desk at one end of room. 3. Boys and girls in separate classes, under master, mistress, apprentice, and monitor. 4. Fair. 5. Class teaching. 6. Receives a high character from the managers for attention to his duties; does not exhibit a great amount of skill.
13. Westbury-on-Trym; Boys' . . .	21 Dec.	55	21	33	55	1. Desks along wall. 2. Deficiency in junior classes, which will be supplied. 3. Four classes under master and monitor. 4. Fair, not sufficient tone. 5. Class and collective. 6. Apparently earnest in his work, with a strong, vigorous manner; somewhat deficient in skill; he is likely to improve in this, and probably exercises a salutary influence in his school. 7. Ventilation imperfect, will be attended to; an improvement would be effected by arranging the children differently; three classes instead of four. The information and intelligence of the junior classes low. This has in part arisen from want of efficient teachers for them.
Girls' . . .	"	53	"	"	49	Visited at request of the managers. There is a deficiency of secular books and apparatus. The writing-desks are along the wall. The discipline is not high, wanting in moral tone. The instruction is imperfect. The reading of the first class is mechanically fair, with little expression. The dictation in some few cases fair, but generally imperfect. The arithmetic generally imperfect. The religious instruction is given mechanically, with little attempt at practical bearing. The instruction of the junior classes is very imperfect. The general condition of the school is unsatisfactory. The managers were anxious that I should examine it, in order to ascertain its fitness for the reception of pupil-teachers. I do not feel myself justified in recommending it to their Lordships for such purpose.
14. Tardinge, Boys' . . .	1850. 15 Jan.	34	20	26	36	1. Desks at one end of the room, in parallel rows. 2. A deficiency of secular reading-books; this will be supplied. 3. Three classes under master and apprentice. 4. Good. 5. Class, collective, and simultaneous. 6. Appears to be earnest in his work, is a good school-keeper, possesses some good qualifications for teaching. 7. The general condition of this school is very good. The religious instruction and the moral training of the children appears to be carefully attended to. In secular subjects they are well instructed and intelligent.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—*continued*.

NAME of SCHOOL	Date of Inspection	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
15. Redditch	1850. 16 Jan.	142	108	92	150	1. Parallel rows at one end of room. 4. Fair; a higher tone should be aimed at. 5. Collectives and class. 6. Earnest in the discharge of his duties; has effected considerable improvement in condition of the school. 7. More skill may be brought to bear, with advantage, on the reading and dictation lessons.
16. Worcester, St. Peter's; Boys'	18 Jan.	53	70	65	60	1. In parallel rows, classes separated by curtains. 2. Sufficient. 3. Five classes under master and monitor. 4. Good. 5. Collectives, on history, grammar, and geography. 6. Trained at Battersea; is a good teacher and school-keeper; great credit is due to him for the efficient and efficient way in which he has discharged his duties in this school during the past year. 7. The day on which this school was inspected was very stormy and cold; a great number of children were absent; a very great improvement has been effected in the general condition of this school.
" Girls' . . .	" "	63	"	"	"	1. Single row on one side of room. 3. Six classes under mistress, apprentice, and monitor. 4. Fair. 5. Class, simultaneous twice a week in Holy Scripture; collective lessons in Holy Scriptures. 6. Untrained; has been engaged in tuition 23 years. 7. Religious books used in junior classes for teaching reading.
17. Birmingham, St. Luke's; Boys'	18 Feb.	116	132	140	125	1. Desks in parallel rows. Books deficient for junior classes, which will be supplied. 2. Six classes under master, apprentice, and monitor. 5. Simultaneous, collective, and class. 6. Is too tame in his mode of teaching; should express himself in more simple language in his endeavours to arrest and retain the children's attention; receives a light character from the managers, and is, I believe, zealous in the discharge of his duties. His religious instruction not sufficiently practical. 7. The classes are somewhat too large. The arrangement of desks may be improved. Improvement may be made in teaching, reading, dictation, and arithmetic; in the last the children require grounding.
" Girls' . . .	22 Jan.	80	73	104	90	1. At one end of room on gallery in four parallel rows; aided by their Lordships; sufficient. 2. Sufficient. 3. Six classes under mistress, two apprentices, and monitor. 4. Good. 5. Class. 6. The mistress has a nice gentle manner with the children, and possesses facility of imparting the information she possesses. 7. The general tone of both schools very satisfactory.
18. Birmingham, St. Luke's, Macdonald-street, Infants'	" "	47	"	"	"	1. Gallery at one end of room. 2. Deficient. 3. Infant system, under mistress and monitors. 4. Fair. 5. Simultaneous and class. 6. Mistress untrained; earnest in her work; has a quiet, gentle manner with the children, and probably exercises a salutary influence in her school. 7. A great number of children absent; holidays just over.
19. Birmingham, St. Peter's, Mixed	23 Jan.	50	40	60	75	1. Along the wall, and in parallel rows. 2. Sufficient. 3. Mixed, in three classes. 4. Moderate; there is a deficiency in the tone. 5. Class, collective, and simultaneous. 6. Trained at Cheltenham; is somewhat deficient in simplicity as a teacher. 7. This school is not in a satisfactory condition; but the difficulties connected with it are very great; I am disposed to think that the master's gratuity should not be refused, as I believe he has endeavoured to do his duty. At

20. Birmingham, St. Luke's, Boys' . . .	23 Jan.	84	127	177	120	the same time it will be necessary to warn the managers that their Lordships will expect a considerable improvement in the state of the school at the next visit of Her Majesty's Inspector. It will be well, I think, to warn the managers of the consequences of another such partial failure.
Girls' . . .	"	45	84	97	..	1. Parallel rows. 2. Sufficient. 3. Master and apprentices. 4. Mechanically fair; a higher tone may be accomplished 5. Simultaneous, collective, and class. 6. Possesses many high qualifications for his office. 7. A very efficient school generally; an improvement may be made in the religious instruction, which should be given with more reverence.
Infants' . . .	"	70	..	..	..	2. Sufficient. 3. Mistress, apprentice, and monitor. 4. Deficient in tone. 5. Collective and class. 6. Appears to be earnest in her work, and possesses some good qualifications for her office. 7. The arrangement of the classes is very bad. There are several small tables in the room, which should be removed.
21. Hales Owen, Boys'	24 Jan.	70	54	56	92	1. Gallery at one end. 2. Sufficient. 3. Infant system. 4. Fair. 5. Simultaneous and class. 6. Mistress untrained, earnest in her work, and probably exercises a salutary influence in her school.
22. Worcester, St. Martin's, Boys' . . .	25 Jan.	102	90	100	120	1. In parallel rows on gallery, aided by their Lordships. 3. Four classes under master, two apprentices, and monitor. 4. Good. 5. Class, collective, and simultaneous. 6. Appears to be earnest in his work; deserves great credit for the improved state of his school. 7. A very marked improvement has taken place here during the past year. The schools have been well fitted up with desks, &c., new and improved methods of instruction have been introduced. The general tone of the children is satisfactory. The religious instruction is carefully attended to, and given by the master in a thoughtful and reverent manner.
23. Caincross, Boys' & Girls'	28 Jan.	52	32	45	60	1. Parallel rows, with curtains. 2. Sufficient. 3. Boys, under master, apprentices, and monitors. 4. Satisfactory. 5. Simultaneous, collective, and class. 6. Efficient in school-keeping and teaching; deserves great credit for the state of his school. 7. The instruction in all respects satisfactory.
Infants' . . .	"	34	26	28	80	1. Two parallel rows. 2. Inefficiency of slates. 3. Four classes under master and two apprentices. 5. Simultaneous, collective, and class. 6. Deficient in school-keeping; as a teacher wants pointing. 7. The children find their own books. The attainments of the children are not satisfactory. They have not made that progress in their studies which they ought to have done under a certificated master and two apprentices.
24. Painswick, Boys'	29 Jan.	76	28	43	70	1. Simultaneous, gallery at one end of room. The writing is conducted in the boys' room at a time when the boys are using the gallery for simultaneous lesson. 2. A want of elementary secular books, which will be supplied. 3. Infant system, under mistress, assistant, and apprentice. 4. Fair; somewhat deficient in tone. 5. Class and simultaneous. 6. Appears to be earnest in her work, with some qualifications for her office; is deficient in reverence when giving religious instruction, and generally a little too quick, noisy, and mechanical in her mode of teaching.
25. Stourport, Lower, or Mytton, Boys' . . .	30 Jan.	94	26	47	99	1. Desks in parallel rows. 2. Books deficient, apparatus sufficient. 3. Six classes under master, apprentice, and monitor. 4. Satisfactory. 5. Collective and class. 6. The master is much improved in his mode of teaching and managing his school. 7. A great improvement would be effected by the removal of the youngest children into another room.
						1. Parallel rows. 2. Sufficient. 3. Four classes under master, two apprentices, and monitor. 4. The mechanical discipline is not sufficiently accurate; too much noise allowed, but the general tone of the school is good. 5. Simultaneous, collective, and class teaching. 6. Is a diligent and successful teacher. The infant-school in the room above causes considerable difficulty in the way of effecting a high state of discipline.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

NAME of School.	Date of In- spec- tion.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In- attendance.	
25. Stourport, Lower or Mytton, Girls'.	1850. 30 Jan.	77	5	48	..	1. Along wall. 2. Sufficient. 3. Four classes under mistress and monitor. 4. Mechanical discipline moderate, tone imperfect. 5. Collective and class. 6. Will probably make a valuable schoolmistress. 7. The general condition of this school is moderate. Its imperfections, I imagine, are not to be laid to the charge of the present mistress, who seems to be very anxious to do her duty. The managers state that this school is much improved since her appointment. The children are exercised in subjects too high for their attainments.
26. Worcester, St. John's; Boys'.	31 Jan.	101	61	53	98	1. Sufficient. 2. Sufficient. 3. Four classes under master and three apprentices. 4. Satisfactory, with good tone? 5. Collective and class. 6. An excellent schoolmaster. 7. This is one of the best schools in this district.
Girls'.	"	75	..	..	76	1. Sufficient. 2. Sufficient. 3. Four classes under mistress, one apprentice, and monitor. 4. Satisfactory, with a good moral tone. 5. Collective and class. 6. Efficient as a teacher and school manager. 7. This school maintains its high character as one of the best in the district for teaching and training. The needlework is carefully attended to, materials purchased, made up by the children, and sold once a month to the parents of the children or others.
27. Pershore; Boys'.	1 Feb.	76	..	..	80	1. Parallel in three rows. 2. Books sufficient; 2 casks wanting. 3. Five classes under master, apprentice, and monitor. 4. Fair. 5. Collective and class. 6. Appears to be earnest in his work; is improving in his professional qualifications. 7. Youngest class interferes. Secular books should be used for teaching reading.
Girls'.	"	71	18	38	70	1. In parallel rows on floor? 2. Easel wanting. 3. Four classes under mistress, apprentice, and monitor. 4. Fair; somewhat deficient in tone. Collective and class. 6. Patishtaking. 7. School improved during past year.
28. Tetbury	4 Feb.	105	5	45	135	1. In parallel rows. 2. Sufficient. 3. Five classes under master, four apprentices, and monitor. 4. Good. 5. Simultaneous, collective, and class. 6. Deserves great credit for the improved state of his school. 7. A great improvement has taken place in this school since last visit. The condition is in all respects good. Building improved; a large addition made.
29. Shipton Moyne, Mixed.	5 Feb.	47	8	10	57	A small village school, under mistress and monitor, fairly conducted, with a good tone about it, and likely to improve.
30. Dowton, Mixed.	6 Feb	67	..	..	..	1. Along the wall. 2. Sufficient. 3. Under mistress, apprentice, and monitor. 4. Fair. 5. Class and collective. 6. Appears to be a well-disposed young woman, but does not exhibit great powers of teaching. 7. There appears to be a fair healthy tone about this school.
31. Salisbury, Boys'.	14 Mar.	142	..	..	..	1. Deficient; one in centre of room. 2. Deficient; a supply will be provided. 3. Five classes under master, apprentice, and monitor. 4. Fair. 5. Class. 6. Receives a high character from the managers, and appears to be attentive to his duties.

31. Salisbury, Girls' . . .	7 Feb.	95	115	100	90	1. Desks along the wall. Furniture sufficient. 2. Sufficient. 3. Five classes under mistress, apprentice, and monitor. 4. Fair. 5. Class. 6. Receives a high character from the managers, and with years and experience, will probably make an efficient mistress. 7. Great improvement might be made by the introduction of simultaneous and collective lessons. The desks may be altered with advantage.
32. Heytesbury, Mixed . . .	8 Feb.	86	30	21	70	1. Desks along wall. 2. Deficiency of books and slates. 3. Three classes under master, apprentice, and monitor. 4. Imperfect. 5. Class. 6. Does not exhibit skill as a teacher; is deficient as a school-keeper. 7. The classes are too large. Classification imperfect.
33. Prestbury, Mixed . . .	12 Feb.	41	9	11	38	1. Two parallel rows. 2. Books sufficient; an easel wanting. 3. Three classes under master, apprentice, and monitor; separate classification for arithmetic. 4. Fair; with a little more accuracy, would be good. 5. Collective and class. 6. Possesses some very good qualifications for his office; should cultivate simplicity. 7. Writing desks erected during past year. School much improved.
34. Chalford, Boys' . . .	14 Feb.	53	31	24	74	1. Desks in parallel rows; erected during past year. Furniture sufficient. 2. Sufficient. 3. Four classes under master, apprentice, and monitor. 4. Fair. 5. Collective, class, and simultaneous. 6. Possesses some good qualifications for his office. Should study simplicity. 7. School much improved; more attention should be paid to the youngest children.
35. Avening, Mixed . . .	15 Feb.	73	4	32	73	1. Desks in parallel rows. Furniture sufficient. 2. Sufficient. 3. Four classes under mistress and monitor. 4. Fair. 5. Class and collective.
36. Coventry, St. Peter's, Boys' . . .	20 Feb.	85	109	100	125	1. Desks along the wall. 2. Deficiency of slates. 3. Five classes under master, apprentice, and monitor. 4. Good moral tone, very satisfactory. 5. Collective and class. 6. Appears to be earnest in the discharge of his duties; is a successful teacher and a good school-keeper. He appears to be out of health; I fear from over work. 7. The general condition of this school is highly satisfactory.
37. Cheltenham, Bath-road; Infants' . . .	21 Feb.	119	22	30	130	2. Books deficient. Furniture deficient. These will be supplied. 3. Infant system, under master, mistress, and monitors. 4. Satisfactory. 5. Simultaneous and class. 6. Appears to be earnest in his work, and receives a high character from the managers for diligence in the discharge of his duties. 7. Some improvement may be made in teaching, reading, and spelling; for the latter, "dictation" may be profitably introduced.
38. Cheltenham, Trinity, Infants' . . .	25 Feb.	150	80	104	170	1. Desks along wall. 2. Sufficient. 3. Four classes under master, three apprentices, and monitor. 4. Fair; will probably become good. 5. Class and collective. 6. Certificated; trained at Cheltenham; is a very promising master. 7. This school has suffered considerably from the illness (mental) of the late master, and the interregnum which ensued between his leaving and the appointment of the present master. It is in an improving state, and promises under its present teacher to become efficient.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
39. Cheltenham, St. Paul's; Infants.	1850 26 Feb.	71	20	75	71	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
Girls' . . .	"	90	60	56	96	1. Sufficient. 2. Deficiency of black boards. 4. Very good. 5. Infant system; reading taught phonically. 6. A very efficient teacher and a good school-keeper. 7. A class-room with desks would be a great improvement.
Boys' . . .	27 Feb.	90	64	60	100	3. Four classes under mistress and four apprentices. 4. Very good. 5. Simultaneous, collective, and class.
40. Cheltenham, Trinity; Boys.	28 Feb.	122	53	69	112	3. Master and apprentice. 4. Good. 5. Simultaneous, collective, and class. 6. Certificated: very good teacher and school-keeper.
Girls' . . .	"	130	69	72	110	1. Parallel. 2. Sufficient. 3. Master and apprentice. 4. Fair. 5. Simultaneous and class. 6. Appears to be earnest in his work; receives a high character for diligence from managers. 7. This school is much improved; more skilful methods of teaching; reading and dictation may be adopted; "dictation" may be introduced to junior classes. A separate classification for arithmetic may be adopted.
41. Cheltenham, Central; Infants.	1 Mar.	143	119	109	146	1. Parallel rows. 2. Deficiency of secular books in junior classes. 4. Fair; a higher teacher may be introduced. 5. Simultaneous and class. 6. Appears to be earnest in her work and receives a high character for diligence from the managers. 7. This school is much improved; a class-room much wanted; more reverence should be used in giving the Bible lesson. Secular books wanted in junior classes; more skill may be adopted in collecting the results of the dictation lessons and in teaching reading; a separate classification for arithmetic; dictation in junior classes. Cutting out clothes may be introduced with advantage; reading-book in first class too difficult.
42. Cheltenham, Christ Church; Boys.	4 Mar.	77	39	44	74	1. Sufficient. 2. Sufficient. 4. Good. 5. Simultaneous and class. 6. Certificated. 7. Girls and boys, classed separately. The introduction of writing-desks for first class would be beneficial.
Girls' . . .	"	91	23	52	85	1. Desks in parallel rows. 2. Sufficient. 3. Four classes under master, apprentice, and monitor. 4. Fair; a higher tone should be infused. 5. Simultaneous, collective, and class. 6. Certificated.
43. Cheltenham, Old Charity; Boys.	6 Mar.	134	..	..	150	1. Parallel rows. 2. Sufficient. 3. Four classes under mistress and apprentice. 4. Fair. 5. Simultaneous, collective, and class. 6. She is said to be attentive to her duties, but does not exhibit much skill.
44. Gloucester, St. James's; Boys.	7 Mar.	65	26	53	62	1. Parallel rows. 2. Deficiency of slates; sufficiency of books. 3. Master and apprentice. 4. Good. 5. Simultaneous, collective, and class. 6. Certificated.
						1. Parallel rows. 2. Sufficient. 3. Under master and apprentice. 4. Fair. 5. Class and simultaneous. 6. Trained at Saint Mark's, Chelsea; a very promising master.

44. Gloucester, St. James's, Girls'.	7 Mar.	57	21	22	..	1. Parallel rows. 2. Sufficient. 3. Under mistress and apprentice. 4. Fair. 5. Class and simultaneous. 6. Receives a high character from the managers for attention to her duties.
45. Cheltenham, St. James's, Boys'.	8 Mar.	111	21	32	100	1. Parallel rows. 2. Sufficient. 3. Three classes under master and three apprentices. 4. Fair. 5. Simultaneous, collective, and class. 6. Untrained. Receives a high character from the managers for diligence in the discharge of his duties; deserves great credit for the way in which he has improved himself and his school. 7. The classes are too large. Reading and dictation may be taught more skilfully. Sacred subjects should not be used for mechanical purposes.
46. Southampton, Mixed	11 Mar.	111	..	..	..	1. Parallel desks. 2. Good. 3. Mixed, under master, mistress, and apprentice. 4. Good. 5. Simultaneous, collective, and fair. 6. Deserves great credit for the way in which he has improved himself and his school. 7. The general condition of the school much improved.
47. Upton, St. Leonards, Mixed ..	12 Mar.	137	4	47	126	1. Sufficient. 2. Sufficient. 3. Mixed, under master, mistress, and apprentice. 4. Very good. 5. Simultaneous, collective, and class. 6. A very good teacher and school-keeper. Deserves great credit for the manner in which he has improved the condition of his school. 7. A very good village school.
48. Gloucester, St. James's, Infants'.	13 Mar.	83	..	..	100	2. Sufficient. 3. Infants, under mistress, apprentices, and monitor. 4. Fair. 5. Simultaneous and class. 6. Receives a high character from the managers for diligence in the discharge of her duties.
49. Stoke Orchard, Mixed ..	8 May	23	4	3	32	3. Mixed, under master. 4. Imperfect. 6. Imperfect. 7. A small village school, under a supernumerary labourer.
50. Tewkesbury, Trinity, Infants'.	9 May	144	54	55	136	1. Simultaneous gallery at one end of room. 2. Sufficient. 3. Infant master and five apprentices. 4. Satisfactory. 5. Simultaneous and class. 6. Receives a high character from the managers of the school, and appears to be very attentive to his duties.
51. Tewkesbury, Boys' ..	10 May	17	51	32	82	1. Parallel rows on floor. 2. Deficiency of slates. 3. Five classes under master and four apprentices. 5. Simultaneous and class. 6. Appears to be diligent in the discharge of his duties; receives a high character from the managers.
51. Tewkesbury, Girls' ..	22 May	41	35	21	60	1. Satisfactory. 2. Sufficient. 3. Four classes under mistress and three apprentices. 4. Good. 5. Class and collective. 6. From the improved state of the school she appears to have been diligent in the discharge of her duties. 7. Many children were absent at the fair. This school is much improved since my last visit.
52. Fairford, Boys' ..	13 May	66	29	18	71	1. Desks parallel on graduated stage. 3. Three classes under master and two apprentices. 4. Imperfect. The children lounge on the desks; they crib, and are rude in their manners and address. 5. Class. 6. As a school-teacher deficient, he has not sufficient hold on the children; as a teacher he appears to possess ability, but does not sufficiently realize the importance of grounding the children, and does not pay sufficient attention to their moral training. 7. The general condition of this school is not very satisfactory. The instruction for classes appears to be better than for those more advanced than the junior; subjects have been introduced for which the children are not prepared. In reading and arithmetic the attainments of the children are low. The dictation in the first class is fair, but in the second imperfect. The moral tone of the school appears to be imperfect. This school was examined on the fair-day. With reference to the apprenticeship of pupil-teachers, the circumstances of the case render postponement of apprenticeship desirable. The attendance of children was so small, in consequence of the fair, that I was unable to form a just estimate of the recognition of the school, and therefore do not "report" upon it.
53. North Coney, Mixed ..	14 May	66	9	26	82	1. Desks in parallel rows. 2. Books deficient, which will be supplied; furniture sufficient. 3. Mixed, under master, one male, and two female apprentices. 4. Good. 5. Class and collective. 6. Receives a high character from the managers and appears to be earnest in his work. 7. This school is very much improved since my last visit. Great improvements have been effected in the buildings at a great expense to the managers. Parallel desks have been erected in which their Lordships have contributed. The female pupil-teachers were apprenticed to the wife of the late master. The master and mistress have left during the past year, and the present master is unmarried.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present	Have left within last 12 months.	Admitted within last 12 months.	In ordinary attendance.	
54. Minchinhampton, Girls' . . .	1850 15 May	53	40	17	60	1. Desks parallel on graduated stage. 2. Books deficient, which will be supplied. 3. Girls, under mistress and monitor, in four classes. 4. Good. 5. Class and simultaneous. 6. Is a good disciplinarian and a fair teacher. 7. Special.
55. Clovee, Mixed . .	17 May	101	..	..	..	3. Mixed, under master, mistress, and monitors. 4. Moderate. 5. Moderate. 6. Master and mistress untrained. 7. Deficiency of secular books and slates; desks along wall; no maps.
56. Little Risington, Mixed . . .	20 May	40	9	13	50	1. Satisfactory. 2. Sufficient. 3. Mixed, under mistress and monitor. 4. Good. 5. Class. 6. Untrained, but promises to make a very valuable mistress. 7. A very good village school. The moral tone admirable.
57. Cheltenham, Christ Church, Infants' . .	21 May	103	51	31	85	1. Sufficient. 2. Sufficient will be supplied. 3. Infant system, under mistress and monitor. 4. Satisfactory. 5. Simultaneous and class. 6. A promising teacher.
58. Charlton Kings, Boys' . . .	12 June	..	..	..	..	(No Report.)
59. Cheltenham, St. Peter's, Infants' . .	13 June	86	..	..	..	1. Sufficient. 3. Infants' under mistress and monitors. 4. Fair.
60. Radgworth, Mixed.	14 June	..	..	..	..	(No Report.)
61. Lewknor, Mixed .	17 June	63	7	45	70	1. Desks along wall; alterations proposed. 2. Proper supply will be provided. 3. Four classes, mixed, under master. 4. Simultaneous. 5. Class. 6. Appears to be careful in the discharge of his duties, and much improved in skill and attainments since my last visit. 7. This school is very much improved since my last visit, and entitled to their Lordships' most favourable consideration.
62. Oxford, St. Mary Magdalene, Boys' .	18 June	55	36	23	..	1. Desks along wall. 2. A proper supply will be provided. 3. Boys, under master and apprentice, in four classes. 4. Satisfactory. 5. Class and simultaneous. 6. Appears to be very careful in the discharge of his duties. 7. The general tone highly satisfactory.
63. Beckley, Mixed . .	19 June	27	20	19	58	1. Parallel rows above end of room. 2. Sufficient. 3. Two classes, mixed, under master and mistress. 4. Good. 5. Class. 7. The general condition is very satisfactory. The children are quiet and well behaved, and there is a good healthy tone about them.
64. Nuneham, Mixed .	20 June	51	..	..	..	1. Satisfactory. 2. Sufficient. 3. Mixed, under master, mistress, and apprentice. 4. Good. 5. Class and collective. 6. Appears to be earnest in her work, and is well qualified for the office she holds. 7. A very good country school, with an excellent tone about it.

65. Bristol, Hannah Moore's;	24 June	207	60	100	245	1. Desks in parallel rows, furniture sufficient. 2. Sufficient. 3. Eight classes under master and eight apprentices. 4. Good. 5. Class and collective. 6. Efficient in teaching and managing, and diligent in the discharge of his duties. 7. In this case application is made to their Lordships for a ninth apprentice, which in this case I trust may be granted, as the school holds the position of a model school in the neighbourhood; a great work is going on in it, and it is fully entitled to their Lordships' most favourable consideration. The playground is very small; unfortunately this is inevitable. The writing-desks might be improved by being closer together.
Girls' . . .	27 June	144	..	85	120	1. Sufficient. 2. Sufficient. 3. Six classes under mistress and four apprentices. 4. Good. 5. Class. 6. Efficient in teaching and managing. I consider her a very good schoolmistress. 7. The school is much improved since my last visit. Some of the classes are too large; this arrangement is unavoidable. There are at present 144 children, and four pupil-teachers. A gallery in the class-room would, I think, be of great use for teaching.
Infants' . . .	24 June	162	76	25	130	1. Sufficient. 2. Sufficient. 3. Infant system, under master, mistress, and four apprentices. 4. Good. 5. Class and collective. 6. The master is efficient in teaching and management; of the mistress the same may be said. 7. The general condition of this school is very satisfactory; simultaneous instruction has been discontinued, and collective substituted, for which small galleries have been introduced. The needlework is very good.
66. Winterbourne, Boys' . . .	25 June	43	0	12	50	1. Sufficient. 2. Sufficient. 3. Four classes under master and two apprentices. 4. Good. 5. Collective and class. 6. It appears to be earnest in his work; possesses some good qualifications for his office. These improved, he would be a very efficient teacher. His mode of interrogation very good. 7. The average attendance has been materially affected by measles and scarlet fever. The school is in a very satisfactory state. The religious instruction is carefully attended to and highly satisfactory.
67. Bristol, St. Michael's; Boys' . . .	26 June	65	2	91	75	1. Sufficient. 2. Sufficient. 3. Four classes under master and monitor. 4. Fair; mechanically, a little too large. 5. Class, collective, and simultaneous. 6. Trained at Cheltenham; possesses some good qualifications for his office, with an increase of simplicity and depth in character, and a decrease of self-sufficiency, will, most probably, make a very efficient master. Is a good teacher and school-keeper. 7. Gallery at one end of room. The children are very ignorant in the Church Catechism.
Girls' . . .	"	50	25	36	50	1. Sufficient. 2. Sufficient. 3. Six classes under mistress and monitors. 4. Good. 5. Class, collective, and simultaneous. 6. Trained at the Home and Colonial; is an agreeable and efficient teacher, and a good school-keeper. 7. An end of school. No payments from the children. The playground is small.
Infants' . . .	"	76	60	75	79	1. Satisfactory. 2. Satisfactory. 3. Five classes on infant system, under mistress and monitor. 4. Satisfactory. 5. Class and simultaneous. 6. The mistress who is to have care of the school not yet arrived. 6. The person in charge of the school is here <i>pro tem</i> . The babies are in a class-room under a monitor.
68. Bristol, St. Simon's, Mixed . . .	27 June	82	6	80	80	1. Desks along the walls. 2. Insufficient. 3. Mixed, three classes of each sex under master and monitor. 5. Class and collective. 6. Is not well qualified for his office, and in an unequal manner; loud and harsh in his teaching, with an unkind and sarcastic tone towards the children. His mode of giving religious instruction very irrelevant. 7. No secular reading-books. The H. S. S. are used for secular purposes. The religious instruction is very unsatisfactory.
69. Thornbury, Mixed	1 July	111	75	80	111	1. Satisfactory. 2. Sufficient. 3. Mixed, under master and two apprentices. The juniors in another room, under mistress. 4. Good. 5. Class. 6. Trained at Battersea. Certificate. Efficient teacher and school-keeper. 7. Parallel desks erected since last visit; added by their Lordships. A proper supply of books, maps, and apparatus introduced. Ventilation effected. School very much improved.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

No. of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
70. Almondsbury, Mixed.	1850. 2 July	94	24	42	84	1. Satisfactory. 2. Sufficient. 3. Mixed, under master, mistress, and two apprentices. 4. Fair. 5. Class. 6. Appears to be earnest and diligent in the discharge of his duties. Not sufficiently precise in his school-keeping. Possesses some high qualifications for his office. 7. This is a fair country school. (greater skill may be introduced with advantage in the several branches taught. It has improved during the past year. A different arrangement of the classes desirable.
71. Alveston, Mixed.	3 July	42	..	..	45	1. Desks in parallel rows at one end of room; furniture sufficient. 2. Sufficient. 3. Mixed, under master and mistress, and monitors. 4. Mechanically, fair; morally, imperfect. 5. Class. 6. They appear to be worthy people and interested in their work; but are unskilled in teaching, and inefficient in school-keeping. Their attainments are not high. 7. The late master dismissed at Lady-day, 1850. The religious instruction is not sufficiently intelligent nor practical.
72. Churchill, Boys.	4 July	60	29	26	84	1. Desks along the walls; furniture sufficient. 2. Sufficient. 3. Four classes, under master and two apprentices; the youngest children under a monitor. 4. Children are quiet and orderly. A higher moral tone should be infused. 5. Class and collective. 6. Certificated. Appears to be earning in the discharge of his duties, and possesses some high qualifications for his office. 7. A fair school; in some respects very good. The first class well instructed. The juniors less so. The intelligence of the younger children not sufficiently exercised. They answer confusedly. Many children absent at summer agricultural employment.
73. Oddington, Mixed.	5 July	48	..	..	45	1. Satisfactory. 2. Sufficient. 3. Mixed, in three classes, under master and apprentice. 4. Fair. 5. Class and collective. 6. Trained at Saint Mark's, Chelsea. Gives a high character to the managers for attention to his duties. Is a little hard and heavy in his manner, and does not exhibit great skill in his mode of teaching. His questions and expositions not well adapted to the attainments and intelligence of the children; should be more simple. 7. A very nice village school.
74. Oxford, St. Paul's, Girls.	8 July	115	49	117	..	1. Sufficient. 2. A proper supply will be provided. 3. Four classes under mistress and monitors. 4. Fair. 5. Class and collective. 6. The general appearance of the children is clean and tidy. The instruction is but moderate. The mistress, who has a nice gentle manner, is deficient in professional skill. She is apparently very nervous and timid, which, in some way account for the imperfect power she possesses over a class when teaching. There has been a great influx of very young children latterly, which has increased to a great extent her difficulties in effecting a high state of discipline and attainments in the children.
75. Headington, Boys.	9 July	85	51	39	92	Under master and monitors. A very superior village school. The instruction generally good. The intelligence of the children high. The mechanical arrangements are in some respects unskilful, but the master's vigour is so great that he appears to overcome all difficulties, and certainly produces remarkable results. At the same time I think that they would be still more satisfactory, if more skill, with less noise, was adopted.

Head	36	53	65	Under mistress and monitors. The intellect: vigour of the school is much lower than that of the children lower. The intelligence of the junior classes unsatisfactory. The boys' instruction should be given in a more intelligent way.	boys' instruction should be given in a more intelligent way.
Stow-on-the-Wold, Mixed	34	30	55	A fair school, mixed, under two mistresses. The discipline is fair. The mistress is teaching, but appears to be cramped in their work and willing to improve. The mistress is instructed in religious subjects. The general tone of the school is very satisfactory.	the mistress is instructed in religious subjects. The general tone of the school is very satisfactory.
Chipping Norton, Boys'	50	40	70	Boys in five classes under master and monitors. The drainage is unaltered; it is bad. The children are younger than at my last visit. One class is composed almost entirely of infants. Deficiency in reading-books. The religious instruction of the senior classes is but moderate; of the junior imperfect. The master appears to be diligent in the discharge of his duties, but has great difficulties to encounter. There is a Sunday-school held in this room, of boys and girls. There is only one penny for both sexes; some of the children in attendance are said to be of 15 and 16 years of age.	The children are younger than at my last visit. One class is composed almost entirely of infants. Deficiency in reading-books. The religious instruction of the senior classes is but moderate; of the junior imperfect. The master appears to be diligent in the discharge of his duties, but has great difficulties to encounter. There is a Sunday-school held in this room, of boys and girls. There is only one penny for both sexes; some of the children in attendance are said to be of 15 and 16 years of age.
78. Tynning; Boys'	20	50		A small mixed school. The seniors in one room under a master; the juniors in another under a mistress. They are all trained, deficient in skill, apparently well-disposed and diligent in the discharge of their duties. The general condition of the school is improving. There is a deficiency of secular reading-books. The senior child is read from H. S. S.; the juniors from parables. The Church Catechism is confined to the two senior classes. There is no "dictation." The intelligence is low.	They are all trained, deficient in skill, apparently well-disposed and diligent in the discharge of their duties. The general condition of the school is improving. There is a deficiency of secular reading-books. The senior child is read from H. S. S.; the juniors from parables. The Church Catechism is confined to the two senior classes. There is no "dictation." The intelligence is low.
79. Kinwarton and Gt. Alne, Mixed	11	26	75	1. Satisfactory. 2. Sufficient. 3. Mixed; three classes under mistress, apprentice, and monitor. 4. Good. 5. Collective and class. 6. Appears to be very diligent in the discharge of her duties, and conducts her school in a very effective manner. 7. A very good village school. Great improvements are being effected since my last visit. The tone of the school very good.	1. Satisfactory. 2. Sufficient. 3. Mixed; three classes under mistress, apprentice, and monitor. 4. Good. 5. Collective and class. 6. Appears to be very diligent in the discharge of her duties, and conducts her school in a very effective manner. 7. A very good village school. Great improvements are being effected since my last visit. The tone of the school very good.
80. Cubington; Boys'	27	49	90	1. Satisfactory. 2. Sufficient. 3. Four classes under master and two apprentices. 4. Very good. 5. Simultaneous, collective, and class. 6. A promising teacher; trained at St. Mark's. 7. A very excellent school, in which the training and teaching are admirable. The singing very good.	1. Satisfactory. 2. Sufficient. 3. Four classes under master and two apprentices. 4. Very good. 5. Simultaneous, collective, and class. 6. A promising teacher; trained at St. Mark's. 7. A very excellent school, in which the training and teaching are admirable. The singing very good.
81. Coventry, St. Peter's, Boys'	8	18		1. Satisfactory. 2. Sufficient. 3. Four classes under mistress and apprentices. 4. Good. 5. Simultaneous, collective, and class. 6. Efficient in the discharge of her duties. 7. A very excellent school, maintaining its previous high character.	1. Satisfactory. 2. Sufficient. 3. Four classes under mistress and apprentices. 4. Good. 5. Simultaneous, collective, and class. 6. Efficient in the discharge of her duties. 7. A very excellent school, maintaining its previous high character.
	70	112	150	1. A long desk, at which the boys sit face to face. 2. Sufficient. 3. The boys are arranged in five classes in parallel rows, under a master and two apprentices. The girls in four classes under a mistress and monitor. 4. Good. 5. Simultaneous, collective, and class. 6. The master is a good teacher and an efficient school-keeper. The mistress was trained at the Home and Colonial Society; she has a nice gentle manner with the children and appears to be fairly qualified for her office. 7. The general condition of this school is very satisfactory and highly creditable to the master, managers, and apprentices. It was established in 1844, in the outskirts of the town, in the midst of a very poor population. The master has not enjoyed the advantages of regular training. The annual subscriptions from the inhabitants of the chapel district do not amount to more than 39s. per annum. The children pay uniformly 2d. per week; the amount per year, 7s. 14s. At my last visit the mistress was entering upon her duties with an average attendance of 35 girls. At the present time the average attendance is 77. Some higher branches of learning might be introduced with advantage into the girls' school. The day of my visit was very wet and many children absent.	1. A long desk, at which the boys sit face to face. 2. Sufficient. 3. The boys are arranged in five classes in parallel rows, under a master and two apprentices. The girls in four classes under a mistress and monitor. 4. Good. 5. Simultaneous, collective, and class. 6. The master is a good teacher and an efficient school-keeper. The mistress was trained at the Home and Colonial Society; she has a nice gentle manner with the children and appears to be fairly qualified for her office. 7. The general condition of this school is very satisfactory and highly creditable to the master, managers, and apprentices. It was established in 1844, in the outskirts of the town, in the midst of a very poor population. The master has not enjoyed the advantages of regular training. The annual subscriptions from the inhabitants of the chapel district do not amount to more than 39s. per annum. The children pay uniformly 2d. per week; the amount per year, 7s. 14s. At my last visit the mistress was entering upon her duties with an average attendance of 35 girls. At the present time the average attendance is 77. Some higher branches of learning might be introduced with advantage into the girls' school. The day of my visit was very wet and many children absent.
82. Warwick.	84	87	129	1. Parallel rows. 2. Sufficient. 3. Six classes under master, apprentice, and monitor. 4. Good. 5. Simultaneous, collective, and class. 6. Efficient in teaching and school-keeping. 7. In all respects an excellent school, reflecting great credit upon the master and managers. The clergy carefully attend to the religious instruction of the children. In arithmetic each child is provided with a book; that of the Irish Commissioners is in use in the first class. The plan works well. A gallery is in use for simultaneous and collective lessons. These lessons are skilfully given, and have been very instrumental in increasing the information and intelligence of the children. The children are accustomed to march to music; the music is good. They are taken by the master occasionally to a common play cricket.	1. Parallel rows. 2. Sufficient. 3. Six classes under master, apprentice, and monitor. 4. Good. 5. Simultaneous, collective, and class. 6. Efficient in teaching and school-keeping. 7. In all respects an excellent school, reflecting great credit upon the master and managers. The clergy carefully attend to the religious instruction of the children. In arithmetic each child is provided with a book; that of the Irish Commissioners is in use in the first class. The plan works well. A gallery is in use for simultaneous and collective lessons. These lessons are skilfully given, and have been very instrumental in increasing the information and intelligence of the children. The children are accustomed to march to music; the music is good. They are taken by the master occasionally to a common play cricket.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

NAME of School.	Date of Inspection.	No. of Children.			Present at Examination.	Admitted within last 12 months.	In ordinary Attendance.	GENERAL OBSERVATIONS.
		Boys	Girls	Total				
82. Warwick, Borough, Girls.	1850, 26 July	89	73	162	82	82	82	1. Along the walls. 2. Sufficient. 3. Five classes under mistress, three apprentices, and monitor. 4. The tone of the school is tolerably healthy, but the mechanical discipline is not sufficiently accurate. 5. (Collective and class. 6. Her attainments appear to be fair. Her mode of teaching is in some respects good. She does not keep her class sufficiently quick, steady, and orderly. 7. The stone and windows ungarnished. A fair school; improved, I think, since my last visit. A more skilful method of teaching reading should be introduced. The dictation lessons are unsatisfactorily conducted. The intelligence of the junior classes is low. The attendance is very irregular. This is partly attributable to the habits of the population. There may be some question whether a higher condition in the school would not reduce this evil.
83. Alcester, Boys' and Girls.	29 July	123	36	140	177	177	177	2. Sufficient; maps of Ireland and Scotland will be supplied. 3. Four classes under master, apprentices, and monitors. 4. Fair; more attention should be paid to the moral tone of the school. This will be attended to. 5. Class. 6. Appears to be content in skill in school-management. The mistress is unskilful, and only passes some good qualifications for his office. He is deficient in securing an adequate support for this school. The population of the town, needle-making, has for some years been decreasing. The largest proprietor is non-resident. The population generally is poor. It is a fair country school, capable of improvement. The junior children are not sufficiently intelligent. The infants are in a separate room under mistresses. They appear to be carefully attended to, but their intelligence is low. The offensive drain reported upon before has not been removed, but the committee promise to attend to it immediately.
84. Birmingham, S. George; Boys'	30 July	107	..	..	..	..	..	1. Parallel rows: too sufficient. 2. Deficiency of secular books, which will be supplied. 3. Three classes, with subdivisions under master and two apprentices. 4. Fair. 5. Collective and class. 6. Possesses some good qualifications for his office, with some defects, which, with experience, he will probably master. 7. This school has had to contend with great difficulties, from change of teachers, &c.
Girls'	"	43	..	100	50	50	50	1. Along the wall. 2. Deficiency, which will be supplied. 3. Three classes under mistress and candidate for appointment. 4. Satisfactory. 5. Collective and class. 6. Trained at Cheltenham. Exhibits satisfactory powers of teaching and management. 7. This school has laboured under considerable disadvantages from the great difficulty experienced by the managers in securing the services of an efficient mistress. One trained has been appointed, and it is very important that she should be assisted in her work by an apprentice.
85. Tinsley, Mixed	31 July	47	30	33	..	..	..	Mixed, under mistress and monitor. The mistress appears to be earnest in her work, and deserves credit for the improvement she has effected in the school. Her questions should have a more practical tendency, and she should adopt a more skilful method of taking the answers. The intelligence of the children may be raised with advantage. They repeat the Church Catechism correctly, but do not understand its meaning. They should be exercised in this, and be taught the meaning of words. More attention should be paid in correcting their imperfect dialect. They should not be allowed to copy from each others' slates: this is partially, but not altogether corrected. The school much improved since my last visit; the attainments of the children higher; the discipline better. Secular books have been introduced.

86. Edgbaston:	Boys' . .	1 Aug.	98	39	54	122	2. Sufficient. 3. Five classes under master, one apprentice, and three monitors. 4. Very good; moral tone admirable; 5. Collective and class. 6. An efficient teacher and an excellent school-keeper. 7. The arrangements in this school are very good. The children sit in class on small galleries. The Sunday scholars are clothed. The apprentices and monitors give object lessons. This is well done, and the results are very satisfactory. In all respects a very good school.
	Girls' . .	..	48	21	29	54	2. Sufficient. 3. Four classes under mistress, apprentice, and monitor. 4. Mechanically fair; deficient in tone. 5. Collective and class. 6. Is very nervous, does not exhibit any great powers of teaching or training; her questions should be more simple and practical; she appears to be zealous in the discharge of her duties. 7. The intelligence and information of the children are very low.
87. Claverdon:	Boys' . .	2 Aug.	33	22	62	69	A small village school; the boys separate from the girls, under the instruction of master and mistress, and monitors. The instruction is of an elementary character; the modes of teaching unskilful. The master does not appear to possess high attainments, but has a certain natural aptitude for teaching, which, with proper instruction and experience, would make him efficient in his vocation. He should take pains to correct an imperfect dialect. There is a deficiency of well-selected secular reading-books.
88. Birmingham, St. Philip's, Mixed . .	Girls' . .	..	56	21	33	45	The mistress is untrained; her skill and attainments low.
	Boys' . .	5 Aug.	96	204	187	127	2. Sufficient. 3. Mixed in three classes, subdivided into sections under master, mistress, two boy apprentices and one girl. 4. The mechanical discipline is not sufficiently accurate. 5. The method of teaching reading unskilful; of dictation ditto. 6. Appears to be very earnest and diligent in the discharge of his duties. 7. A debt of 500 <i>l.</i> 3 <i>s.</i> 6 <i>d.</i> has been paid off during the past year. The master and mistress have been invalided for a considerable portion of the last year. There were 17 infants present in another room, under a mistress and assistant. The children clean and tidy. The mistress appears to be careful in the discharge of her duties.
89. Clifton-on-Dunsmoor, Mixed . .	Boys' . .	6 Aug.	70	..	..	..	1. Along the walls. 2. Sufficient. 3. Mixed; the seniors in four classes, under mistress and apprentice, in one room the juniors under apprentice in another. The arrangement of the classes is unskilful. 5. The reading and dictation lessons should be given with more skill. 6. Receives a high character from the managers for attention to the school duties; is somewhat deficient in skill in management. 7. The present building is ill-adapted for its purpose. A new school is in course of erection, towards which their Lordships have granted aid.
90. Stockingford, Girls'	Boys' . .	7 Aug.	109	31	64	124	1. Sufficient. 2. A sufficiency will be provided. 3. Mixed; the seniors in one room, under mistress and apprentices, the juniors in another room, under assistant. 3. Good; a very healthy tone. 5. Of teaching reading, fair; dictation and other branches, good. Simultaneous, collective, and class. 6. A very good school-keeper, and an efficient teacher; zealous in the discharge of her duties. 7. Children very clean and tidy. A very good school.
91. Birmingham, St. Thomas's; Boys' . .	Boys' . .	9 Aug.	115	224	230	265	1. New ones to be erected. 2. Deficient; will be supplied. 3. Five classes under master and apprentice. 4. Fair. 5. Simultaneous, collective, and class. 6. Earnest, diligent, and successful in the discharge of his duties. 7. The children here are taught on a rotary system, each apprentice teaching one subject for a fortnight. The reading is carried on entirely in the class-room. By this plan a great amount of noise is saved.
	Girls' . .	..	..	..	..	..	(Report missing.)
92. Bidford, Mixed . .	Boys' . .	12 Aug.	64	24	30	120	1. Desks along the wall; deficiency of black boards. 2. Sufficient. 3. Mixed; seniors under master and monitors, juniors under mistress and monitors, in four classes subdivided. 4. Mechanically good; with a healthy tone. 5. Class, collective, and simultaneous; reading, simultaneous and individual; good dictation, and arithmetic good. 6. A good teacher and an efficient school-keeper, very zealous in the discharge of his school duties. 7. A great number of children absent at harvest; an excellent village school, reflecting great credit upon the master and all parties connected with it.

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
93. Snitterfield, Boys' and Girls' . .	1850. 13 Aug.	103	31	37	109	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Method. 6. Master and Mistress. 7. Special.
94. Warwick, St. Mary's, Infants' . .	14 Aug.	9	..	120	96	2. Sufficient. 3. Mixed; seniors under master and apprentices; juniors under mistress; two classes subdivided in each room. 4. Mechanically good, with a healthy tone. 5. Simultaneous collective and class; reading, fair; dictation, arithmetic, &c., good. 6. Efficient as a teacher and schoolkeeper; should be careful to improve an incorrect pronunciation. 7. An excellent village school; much improved during past year.
95. Wolvey, Infants' .	15 Aug.	41	20	16	55	Infants, under mistress and assistant. The discipline is but moderate. The instruction is given in an unskilful way. The mistress appears to be a well-disposed, amiable woman, but does not possess high professional skill.
96. Corley Moor, Mixed	16 Aug.	28	2	40	32	This school is not improved since my last visit. The mistress is untrained, and inefficient. The organization, discipline, and instruction, imperfect.
97. Birmingham, St. Peter's, Boys' . .	19 Aug.	73	..	..	..	School erected in 1849. Ventilation imperfect. The instruction in the first class fair, in the juniors moderate and imperfect. No writing from dictation. The master is untrained. The school is carried on independent of the clergyman. No clergyman attends. The religious instruction is given by the master and Lord Lifford.
98. Dunchurch, Girls' .	20 Aug.	103	57	69	124	1. Sufficient. 2. Sufficient. 3. Three classes under master and two apprentices. 4. Mechanically, fair; without sufficient moral tone. 5. Collective and class. The classification is imperfect. More skill should be used in the methods of teaching reading, dictation, and arithmetic. Does not exhibit great skill in teaching. His questions are not sufficiently exhausting, nor are they founded upon any association of ideas. He does not hold the attention of all the children in his class. He appears to be diligent in the discharge of his duties, possesses a certain aptitude for teaching, and with proper guidance and direction would probably make an efficient master. 7. There are great difficulties in accomplishing a high state of efficiency here, from the constant fluctuation of scholars; but I do not think that the master has sufficiently realised the necessity of practically grappling with this difficulty. The master has been here for only three months; during this time the average attendance has increased.
99. Thurlaston, Mixed	"	35	2	..	..	1. Satisfactory. 2. Sufficient. 3. Seniors under mistress and three apprentices, in four classes; juniors under mistress and monitors. 4. Good. 5. Collective and class. 6. At present there is none. The managers are seeking for one certificated. 7. The attainments of the children are satisfactory. For six weeks the school has suffered from the absence of a mistress. The management has been entrusted to the senior apprentice, who has been successful in this office.
						1. A desk will be provided. 3. Five classes under mistress and monitors. 5. Class and simultaneous. 6. Appears to be diligent in the discharge of her duties. 7. This is an elementary school lately opened. The children have received little or no previous instruction, and are very ignorant. There is every probability that the school will rapidly improve, and be a great blessing to the neighbourhood.

100. Rugby, Elboro's Endowment; Boys'	21 Aug.	82	33	31	153	<p>1. Parallel rows with desks on gallery. 2. A sufficiency will be supplied. 3. Six classes under master and three apprentices. 4. Mechanically, not sufficiently strict; too much lounging allowed. 5. Satisfactory. 6. In efficient as a teacher; not so good as a school-keeper. Appears to have laboured very anxiously in his school, and deserves great credit for the way in which he has raised the attainments and intelligence of his scholars. 7. The mental activity and intelligence of these children is high; their attainments good. The master and one of the apprentices attempt each to teach two classes at the same time. I do not think the plan successful, as, independent of other considerations, it interferes with the accomplishment of a high state of discipline.</p>
Girls'	"	47	..	..	..	<p>1. Along walls. 2. Deficiency of secular books for junior classes, which will be supplied. 3. Five classes under mistress and assistant, two apprentices, and monitors. 4. Good. 5. Teaching reading may be improved. 6. An efficient teacher and good school-keeper; likely to exercise a salutary influence in her school. 7. Armat's apparatus for ventilation in operation; works well. This school is in a very satisfactory state.</p>
101. Attleborough; Mixed ..	22 Aug.	47	90	60	51	<p>A mixed school, in three classes, under master and monitor. The discipline is fair, not sufficiently firm and accurate, nor has it a sufficient reference to moral results. The method of teaching reading is fair, not sufficiently systematic, nor sufficient pains taken to break local pronunciation; the same may be said of dictation and geography. The master possesses considerable aptitude for teaching; he abounds in simplicity and individual application; is too locomotive and restless while giving his class-lessons; does not sufficiently retain the attention of all his children; nor hold his class sufficiently in hand. As a school-keeper he possesses fair powers, but does not maintain a sufficient pressure upon the several classes. (The master is probably of a nervous temperament, and possesses higher powers than he has exhibited to day.) The master is a very prompter in school, and the master will probably become very efficient in his profession. The infants under a mistress and monitor in an adjoining room. The mistress appears to be a very intelligent teacher, and to have a firm command of her children. The master and mistress require assistance. In both schools the attempt to cultivate the religious affections of the children are good. The master and mistress appear to be earnest, and diligent in the discharge of their duties.</p>
Infants'	"	51	98	50	83	
102. Birmingham, St. Mary's; Boys' ..	27 Aug.	103	182	156	148	<p>1. Parallel rows. 3. Boys, in six classes subdivided under mistress and three apprentices, in hollow squares. 4. Mechanically fair; may be tightened. 6. Appears to be very expert in the discharge of his duties, and deserves great credit for his zeal and perseverance under very considerable difficulties. The state of the school is improved. 7. There were 102 infants present in a separate room under mistress and assistant. They appear to be carefully attended to. The room has been greatly improved since my last visit.</p>
Girls'	"	57	109	130	63	
103. Birmingham, St. Paul's; Boys' ..	28 Aug.	160	92	112	160	<p>2. Sufficient. 3. Girls, in four classes under mistress and monitors. 4. Fair. 6. Trained at the Home and Colonial; has a nice gentle manner, and likely to exercise a salutary influence over her scholars. She has been in her present situation only five weeks.</p>
Girls'	"	61	59	39	58	<p>1. Satisfactory. 2. Some secular books in junior classes wanted. 3. Boys, in eight classes under master, four apprentices, and monitor. The children are ranged in parallel rows; the juniors on a gallery in a separate compartment. 4. Good; with a healthy tone. 5. The reading is good, especially in the upper classes, although an improved method of teaching it may be introduced. In all other respects the methods adopted are very good. 6. Efficient in teaching and school-keeping. Deserves great credit for the very satisfactory state of his school. 7. An excellent school, retaining the children to a greater age than is generally done in Birmingham.</p>
Girls'	"	61	59	39	58	<p>1. Satisfactory. 2. Sufficient generally. Some secular books wanting in youngest class will be supplied. 3. Girls, in four classes under mistress and one apprentice. 4. Mechanically, moderate, not sufficient tone about it; cribbing should be prevented. 5. Of reading and dictation, and arithmetic, imperfect. 6. Is a moderate teacher; vague, and tedious, with a little impatience; not a good school-keeper; allows cribbing, talking, inattentiveness, and incontinence during the lessons. 7. The infants' school is separated by a wooden partition. The noise is a great obstacle to high efficiency in this school. The children are arranged in hollow squares. The attainments of the children are not satisfactory.</p>

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

Name of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS
		Present Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
104. Birmingham, St. Luke's; Boys.	1850. 29 Aug.	97	133	153	116	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
Girls.	30 Aug.	72	75	79	100	2. Sufficient. 3. Six classes under master and two apprentices. The arrangement of the classes might be improved, and the classification is imperfect. 4. Imperfect, mechanically, and deficient in moral tone. 5. Of reading, dictation, and arithmetic, moderate. More pains should be taken to correct imperfect pronunciation, and to prevent cribbing. In arithmetic, the classification should be corrected. The writing in copybook should be more carefully attended to. 6. A fair teacher; a little too abrupt in his manner. Is deficient as a school-keeper. Deserves great credit for the way in which he has instructed his apprentices.
Infants.	29 Aug.	14	94	130	101	2. Sufficient. 3. Five classes under mistress and two apprentices. 4. Moderate, mechanically; tone imperfect. 5. Imperfect. 6. There is a temporary mistress here from the Gloucester Training Institution, who appears to be a fair teacher. From the condition of the school the late mistress appears to have neglected her duties to the children. 7. This school is in a very unsatisfactory state. The attainments and intelligence of the children low.
105. Birmingham, St. Luke's, Macdonald-street; Infants.	29 Aug.	140	105	260	105	2. Sufficient. 3. Infants, under mistress and two apprentices. 4. Good. 5. Simultaneous, collective, and class. Of teaching, satisfactory. 6. Good, as teacher and school-keeper.
106. Tewsworth; Boys.	3 Sept.	22	16	8	34	2. Sufficient. 3. Infants, under mistress, assistant, and one apprentice. 4. Mechanically, good. 5. The classes for reading too large. The method of teaching spelling, moderate; not sufficient pains taken to correct bad pronunciation. 6. Appears to be engaged in the discharge of his duties, but does not possess high attainment in his profession.
Girls.	5 Sept.	26	40	28	28	A very elementary school, under the care of master and mistress; the sexes separate. The discipline moderate; tone imperfect. The master and mistress inefficient. The methods of teaching unsatisfactory. The children use the Holy Scriptures for secular purposes. The religious instruction unsatisfactory, dictation and arithmetic imperfect. The garden and frouge untidy.
107. Summer Town; Mixed.	5 Sept.	..	..	..	..	3. Mixed under Mr. and Mrs. —. 4. Moderate.
108. Bristol, Industrial.	6 Sept.	..	..	..	..	(Special Report)
109. Stoke Prior; Mixed.	23 Sept.	..	5	64	35	4. Classes mixed, under mistress and monitors. 2. Fair. 3. Fair in some respects, in others imperfect. 6. Untrained with a nice gentle manner; likely to exercise a favourable influence in the school. The religious instruction is carefully given.
110. Birmingham, Bishop Ryder's; Boys.	..	..	..	..	..	(No Report.)
Girls.	..	..	..	..	..	(No Report.)

111. Birmingham, St. Mark's; Boys' . . .	18 Sept.	125	149	144	125	1. Sufficient. 2. Sufficient; 3. Seven classes under master and two apprentices. 4. Satisfactory. 5. Satisfactory; some improvement, may be made in reading and writing from copies on slates, geography and arithmetic. 6. Appears to be delicate; is earnest in the discharge of his duties, and has greatly improved his school. 7. Children arranged in parallel lines, graduated in height; separate class for arithmetic. School much improved.
Girls' . . .	"	123	113	140	105	2. Sufficient. 3. Six classes under mistress and two apprentices, arranged in parallel rows, graduated in height. 4. Satisfactory. 5. Satisfactory; may be improved in arithmetic, writing from copies on slates. 6. Appears to be diligent in discharge of her duties; has improved the condition of her school. 7. Children very clean and tidy. A very nice school.
112. Nuneaton Parish; Boys' . . .	19 Sept.	79	9	49	85	1. Sufficient. 2. Deficiency of black boards, which will be supplied. 3. Six classes under master and monitor; application for three apprentices. 4. Good. 5. Fair. 6. Earnest in the discharge of his duties; appears to be well fitted for his office.
Girls' . . .	"	53	42	..	156	1. Sufficient. 2. Sufficient. 3. Five classes under mistress and monitor. 4. Satisfactory. 5. Satisfactory. 6. Attentive to her duties, and promises to become a good teacher.
Infants' . . .	"	90	..	..	..	2. Sufficient. 3. Infants, under mistress and monitor. 4. Satisfactory. 5. Gallery. 6. Is attentive to her duties.
113. Nuneaton, Abbey End. Infants' . . .	20 Sept.	100	40	50	90	1. Sufficient. 2. Sufficient. 3. Infants' under mistress and monitor. 4. Good. 5. Gallery and class. 6. Trained at Home and Colonial; well fitted for her office.
114. Quedgeley	23 Sept.	32	..	..	..	Three classes, mixed, under mistress, assistant, and monitors. Discipline good. Instruction fair. Mistress lately appointed; promises to make an efficient teacher. The religious instruction is carefully attended to. The children are clean and tidy, and the general condition of the school is good.
115. Shipston-on-Stour, Mixed . . .	26 Sept.	..	..	..	..	(No Report.)
116. Newbold-on-Stour, Mixed . . .	27 Sept.	49	21	32	40	1. Satisfactory. 2. Sufficient. 3. Mixed, under mistress and monitors. 4. Fair. 5. Fair; may be improved. 6. Diligent in the discharge of her duties; does not possess sufficient professional skill.
117. Ashchurch	4 Oct.	3	6	12	77	Mixed, under master, mistress, and monitors. Instruction and discipline fair. A quiet little village school; children clean and tidy. They are partially clothed by the vicar and family.
118. Chepstow, Boys' . . .	7 Oct.	105	10	48	90	1. Along the walls. 2. Sufficient; 3. Insufficient; there is only one black board. 3. Four classes under master and two apprentices. The classes are too large; the classification imperfect. 4. Imperfect. 5. Of reading, moderate; of dictation, moderate. Not sufficient attention paid to prevent cribbing. 6. Is efficient in school-keeping; in teaching does not keep his class sufficiently attentive.
119. Pontypool, Mixed . . .	9 Oct.	164	70	100	230	1. Parallel rows erected since last visit, aided by their Lordships. 2. Mixed. Seniors separated from juniors by curtains. Five classes in senior department under master and apprentice; the juniors under mistress and two candidates. 4. Mechanically and morally, good. 5. Satisfactory. 6. Appears to be very earnest in the discharge of his duties; is a successful teacher, and a good school-keeper. 7. The improvements in this school are very great. The managers, at a considerable expense, have carried out the suggestions offered at my last visit. The master and apprentice have laboured skillfully in their respective spheres. The religious instruction is carefully attended to. The children are clean and tidy, and there is a cheerful wholesome tone about them.
120. Court-y-Bella, Mixed . . .	10 Oct.	106	83	67	127	1. Sufficient. 2. Sufficient. 3. Five classes, mixed, under master and apprentice. In some respects the classification is imperfect. 4. Fair in some respects, and should be more accurate mechanically. 5. Of reading, moderate; a good

Tabulated Reports, in detail, on Schools inspected by the Rev. H. W. Bellairs—continued.

Name of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
191. Newport, Boys'.	11 Oct.	206	338	254	360	<p>method of teaching reading is especially necessary here where the children speak with a strong Welsh accent. Of dictation, fair in the first; moderate in juniors. 7. This school labours under great difficulties. In the midst of an uneducated and undisciplined population, among a people of foreign language, it is effecting apparently a considerable improvement in its neighbourhood. There are certain deficiencies in the cleanliness of the children, and in the absence of more enlightened methods for affecting a high moral tone. Improvements in the methods of teaching may also be introduced with advantage. Great care should also be paid to the religious instruction of the labouring very. On the whole, the master may be congratulated on an improved state of the school. It appears to be laboured very earnestly in his duties. Naturally of a hard manner; he should, as much as possible, cultivate in this respect, softness and gentleness. The needlework and knitting are very good. 8. Eight classes. The children are crowded; a large portion of them are very young; some of them are not in the alphabet. They are ill supplied with books and apparatus. All below the first class are learning to read from the Holy Scriptures and other religious books. The master, I believe, is conscientious in the discharge of his duties, and would effect a considerable improvement in the state of his school if the above impediments were removed. At the same time, the discipline is not sufficiently accurate, mechanically, nor is the moral tone sufficiently high. The instruction in many respects is imperfect. The religious knowledge is unsatisfactory. The reading, especially in all classes below the first, imperfect. The arithmetic incorrect. The intelligence of the junior classes low. Punctuality of attendance should be rigidly enforced. The school did not commence operations on the day of my visit until 4 before 10. The school I think is improved since my last visit.</p> <p>1. Along the wall. 2. Deficient; do. 3. Eight classes. The children are crowded; a large portion of them are very young; some of them are not in the alphabet. They are ill supplied with books and apparatus. All below the first class are learning to read from the Holy Scriptures and other religious books. The master, I believe, is conscientious in the discharge of his duties, and would effect a considerable improvement in the state of his school if the above impediments were removed. At the same time, the discipline is not sufficiently accurate, mechanically, nor is the moral tone sufficiently high. The instruction in many respects is imperfect. The religious knowledge is unsatisfactory. The reading, especially in all classes below the first, imperfect. The arithmetic incorrect. The intelligence of the junior classes low. Punctuality of attendance should be rigidly enforced. The school did not commence operations on the day of my visit until 4 before 10. The school I think is improved since my last visit.</p>
192. Skenfrith, Mixed.	14 Oct.	49	24	66		<p>3. Mixed, in four classes under mistress and monitor. 4. Fair. 5. Methods moderate. 6. The mistress declined to examine the children, excusing herself under the plea of nervousness. 7. Desks along walls too high and too few. Class-room in the course of erection. A fair village school. The children clean and tidy. The attainments of a few of the seniors very satisfactory.</p>
193. Abergarennwy, Boys'.	16 Oct.	98	240	192	88	<p>1. Sufficient. 2. Sufficient. 3. Six classes under master and monitor. 4. Good. 5. This school is in an elementary state. Great number of the children have received very imperfect instruction before entering. The methods in use are moderate. The master appears to be diligent in the discharge of his duties. He is a good school-keeper, and a fair teacher. He should be more careful in the selection of methods of teaching reading, dictation, and arithmetic; in religious instruction, he should be more careful to make it intelligent to the children. The attainments of the children generally, and their intelligence, are but moderate.</p>
194. Blodafon, Boys'.	17 Oct.	125	52	81	108	<p>1. Sufficient. 2. Sufficient. 3. Five classes under master, apprentices, and monitors. 4. Fair. 5. Fair. 7. A class-room has been erected since my last visit. An alteration may be made in the arrangement of the room with advantage. This is a fair school, improved I think since my last visit. The classification is in some respects imperfect. Some of the classes are too large. The mechanical discipline in some respects inaccurate. The master appears to be diligent in his duties; he is a fair school-keeper, and an efficient teacher. The religious instruction should be made more intelligent; particular attention should be paid to this, especially in the junior classes.</p>

Blenafon: Girls' . . .	17 Oct.	110	70	95	83	1. Along the wall. 2. Sufficient. sufficient using the maps in the boys' room. 3. Six classes under mistress, apprentice, and monitors. 4. Fair. 5. Imperfect. 6. A fair teacher; does not sufficiently exercise the intelligence of the children. 7. A fair school; too crowded. Methods of teaching imperfect; mechanical discipline not sufficiently accurate. Moral results not sufficiently sought.
Infants' . . .	..	..	..	..	..	..
5. Coleford, Infants' . . .	18 Oct.	25	20	20	23	An infant school, carried on under the management of an untrained mistress. The instruction is of a very elementary character; the general condition of the school not altered since my last visit. The supply of books and apparatus deficient, intelligence low, religious instruction imperfect. The children pay 2d. per week each. The population of the parish is 2,300. There is a juvenile school a mile distant, at which about 60 children from Coleford are said to attend.
5. Brecon: Boys' . . .	21 Oct.	69	39	41	60	Boys in four classes under master and monitors. A fair village school; master untrained. The methods are not skilful; a higher moral tone should be aimed at. The children are clean, tidy, and well-behaved. Secular books have been introduced. The school, I think, is improved.
Girls' . . .	..	42	25	19	24	Girls in four classes under mistress and monitors. Discipline good. Methods moderate. The mistress appears to possess good abilities; with proper training, would probably make an efficient teacher. The religious instruction should be given in a more religious way.
127. Prestbury, Boys' . . .	..	29	4	18	35	1. Sufficient. 3. Mixed under master. 4. Moderate.
128. Birmingham, Bishop Ryder's, Girls' . . .	..	..	..	..	..	(Special Report)
129. Kingsbury, Boys' . . .	24 Oct.	40	..	..	..	1. Parallel. 2. Sufficient. 3. Three classes under master, apprentice, and monitor. 4. Satisfactory. 5. Fair. Some improvements may be advantageously adopted. 6. Is a fair teacher and school-keeper. The girls' school very imperfect, small, crowded room. Methods unskilful. Mistress untrained. Intelligence and attainments of children low. Thirty-nine present, in four classes. No writing from dictation; no writing from slates.
130. Birmingham, St. Mark's, Infants' . . .	25 Oct.	53	33	138	86	2. Sufficient. 3. Infants, under mistress and monitors. 4. Good. 5. Fair. 6. Diligent in the discharge of her duties, and a promising teacher.
131. Bosbury: Boys' . . .	28 Oct.	80	39	20	112	1. Satisfactory. 2. Deficient, which will be supplied. 3. Four classes under master and two apprentices. 4. Good. 5. Satisfactory. 6. Criticized. Good as teacher and school-keeper. 7. A very good village school.
Girls' . . .	..	67	19	15	60	1. Sufficient. 2. Sufficient. 3. Four classes under mistress, apprentice, and monitor. 4. Good. 5. Satisfactory. 6. Possesses satisfactory qualifications for her office; probably exercise a salutary influence in her school. 7. The building was finished in January 1849, at which time the average attendance on the former room was 35; it is now 65; increasing. The condition of the school is very good, and is a credit to the average attendance of the way in which the middle and labouring classes will avail themselves of good education when placed within a reasonable reach. The children of farmers and shopkeepers are instructed with those of the labourers; the former paying 3d. per week, the latter 2d. and 1d. The improvement is attributable to the constant supervision and care of the master and his lady.
132. Dilwyn, Mixed . . .	29 Oct.	85	3	43	80	3. Six classes under master, mistress, and monitors. 4. Good. 5. Fair. 6. A painstaking active teacher, and an efficient school-keeper. 7. A very nice village school. The children very clean and tidy. The clergyman takes great interest in its welfare. Master and candidates examined for apprenticeship.
133. Leintwardine, Mixed . . .	30 Oct.	215	57	81	176	1. Sufficient. 2. Sufficient. 3. Boys and girls, classed according to sex in eight classes, under master and monitors. The infants in an adjoining room, under assistant. 4. Fair: these may be improved. 5. Fair: these may be improved. 6. Appears to be diligent in the discharge of his duties, and possesses some good qualifications for his office. The condition of the school, although capable of improvement, is highly satisfactory, and reflects great credit upon the master.
134. Bishops Frome, Girls' . . .	31 Oct.	42	17	18	40	3. Girls in four classes under mistress and monitors. The intelligence and attainments of the children are not high; much allowance to be made, as they are just returned from hop-picking. The boys are in another room, under an endowed untrained master.

General Report, for the Year 1850, by Her Majesty's Inspector of Schools, the REV. F. WATKINS, B.D., on the Schools inspected by him in the Counties of York, Durham, and Northumberland.

MY LORDS,

THE space of time which this Report is to embrace is, according to the instructions received from your Lordships' Secretary, from the 31st of October, 1849, to the 1st of November, 1850. Of this period five weeks were spent in preparing my General Report for last year, and a Special Report on the Training Schools at York. Six weeks were occupied in attending examinations of students at the Training Schools, and of other teachers in my district. Two weeks were given to a conference of Her Majesty's Inspectors at the Council Office, and business arising from it. Another was devoted to special visits to the Training-schools (male and female) in my district, in company with the Inspectors of Training-schools, and to private business for three days.. The remainder of the time (38 weeks) was employed in the examination of uncertificated teachers, of apprentices, and candidates, in the revision of papers worked by them, and in the inspection of schools in which they are busied. In these particulars of my duty, I have examined last year:—

Uncertificated Teachers (Masters, 97; Mistresses, 71) . . .	168
Apprentices, of different years, and both sexes . . .	572
Candidates	276
Total	<u>1,016</u>

I have inspected and fully reported on 260 schools, in 185 separate localities, and examined 24,975 children in them. I have also visited and partially examined a few other schools; and have travelled, in the performance of these duties, 8,208 miles, at the cost of £172. 0s. 6d., i.e. at rather more than 5d. per mile. I may add here that my expenses for postage during the year have been £27. 7s., or about 10s. 6d. per week.

The whole, therefore, of my time during the past year, as in the previous year (1848-9) was, with very slight exceptions, devoted to the operation of the minutes of (August and December) 1846.

Two summaries, which have been furnished to me from the Statistical Department of the Council Office, will be found at the end of this Report.

Summary A shews the condition of schools, as to attendance, government, progress, and age.

Summary B is the aggregate of annual incomes and expenditure.

These Summaries are followed by brief Reports on each school, arranged in the order of time of my visit to them. It will be found that, in consequence of the necessary change of indentures, some of these schools were inspected twice in the course of the last year. At all of them (with one or two special exceptions) there are either certificated teachers or apprentices, under the Minutes of the Committee of Council.

I here place a list of the schools, of each county, arranged in alphabetical order, with the general character of each—as fairly as so little permanent a character can be recorded—marked by a single word:—

Schools in Yorkshire.

- Ackworth*, Girls—Fair.
Aldbrough, Mixed—Fair.
Almondbury, Boys—Good.
 Ditto, Girls—Fair.
Amitage Bridge, Fair.
Ardley, Mixed—Fair.
Askern, Boys—Fair.
Attercliffe, Boys—Fair.
 Ditto, Girls—Very fair.
Balby, Mixed—Very fair.
Barby Moor, Mixed—Fair.
Battysford, Mixed—Very moderate.
Barnsley, St. George's, Girls (inspected twice)—Very fair.
 Ditto, National, Boys (twice)—Fair.
 Ditto, St. John's, Girls (twice)—Very fair.
 Ditto, ditto, Infants (twice)—Very fair.
Beverley, St. Mary's, Boys, Very fair.
 Ditto, Minster, Boys—Good.
Birstal, Mixed—Very fair.
Bradford, St. James's, Boys—Fair.
 Ditto, ditto, Girls—Fair.
 Ditto, Manchester Road, Boys (twice)—Very fair.
 Ditto, ditto, Girls—Very fair.
 Ditto, Stot Kill, Boys—Moderate.
 Ditto, ditto, Girls—Fair.
 Ditto, Low Moor, Boys—Very fair.
 Ditto, ditto, Girls—Very fair.
 Ditto, ditto, Infants—Very moderate.
 Ditto, Messrs. Walker, Mixed—Fair.
Brampton Bierlow, Mixed (twice)—Very fair.
Burley, (Otley,) Mixed—Moderate.
Burythorpe, Mixed—Very fair.
Burton Agnes, Girls—Very fair.
Cantley, Boys—Moderate.
 Ditto, Girls—Moderate.
Carcroft, Mixed—Fair.
Cleckheaton, Mixed—Very fair.
Cononley, Mixed—Very fair.
Cowling, Mixed—Moderate.
Croft, Boys (twice)—Very good.
Cross Stone, Mixed—Fair.
Darfield, Boys—Fair.
 Ditto, Girls—Fair.
Denby Grange, Mixed—Very fair.
Dewsbury, Mixed—Good.
 Ditto, Infants—Very fair.

- Dodworth*, Town School—Fair.
 Ditto, Girls—Fair.
Doncaster, Boys (twice)—1. Fair; 2. Fair.
 Ditto, Girls (twice)—1. Very moderate; 2. Moderate.
Earl's Heaton, Mixed—Fair.
Eastoft, Mixed—Moderate.
Ecclesall, Boys—Very fair.
 Ditto, Girls—Fair.
Elland, Boys—Very fair.
 Ditto, Girls—Very fair.
Escrick, Mixed—Good.
Gargrave, Boys—Moderate.
 Ditto, Girls—Very fair.
 Ditto, Infants—Fair.
Garthorpe, Mixed—Moderate.
Gilling, Mixed—Very fair.
Goole, Boys—Fair.
 Ditto, Girls—Fair.
Grassington, Girls—Fair.
Greystones, (*Ecclesall*), Mixed—Very fair.
Halifax, Parish Church, Boys—Very fair.
 Ditto, ditto, Girls—Very fair.
 Ditto, St. Paul's, Boys—Very fair.
 Ditto, ditto, Girls—Moderate.
Harewood, Mixed—Fair.
Hesley, Mixed—Moderate.
Holbeck, St. Matthew's, Boys—Very moderate.
 Ditto, ditto, Girls—Very moderate.
Horbury, Boys (twice)—Good.
 Ditto, Girls (twice)—1. Very fair; 2. Good.
Hoyland, Mixed (twice)—Good.
Huddersfield, Seed Hill, Boys—Fair.
 Ditto, ditto, Girls—Fair.
 Ditto, Longroyd Bridge, Boys—Fair.
 Ditto, ditto, Girls—Very moderate.
Hull, Christ Church, Boys—Very fair.
 Ditto, ditto, Girls—Very fair.
 Ditto, St. James', Boys—Very fair.
 Ditto, ditto, Girls (twice)—1. Fair; 2. Very fair.
 Ditto, St. Mark's, Boys—Very fair.
 Ditto, ditto, Girls—Fair.
 Ditto, St. Stephen's, Boys—Fair.
 Ditto, ditto, Girls—Very fair.
 Ditto, Trinity, Boys—Very fair.
 Ditto, Salt House Lane, Boys—Fair.
 Ditto, ditto, Girls—Moderate.
Ingham, Boys—Fair.
 Ditto, Girls—Fair.
Keighley, Boys—Moderate.
 Ditto, Girls—Very moderate.
Keyingham, Mixed—Very moderate.
Kirk Burton, Boys—Moderate.
 Ditto, Girls—Very fair.
Leeds, Christ Church, Boys—Fair.
 Ditto, ditto, Girls—Fair.
 Ditto, St. George's, Boys—Good.
 Ditto, ditto, Girls—Very fair.
 Ditto, St. James', Boys—Very fair.
 Ditto, Model Infant—Very fair.
 Ditto, St. Peter's, Boys (twice)—1. Very moderate; 2. Moderate.
 Ditto, ditto, Girls (twice)—Very moderate.
 Ditto, St. Philip's, Boys—Moderate.
 Ditto, ditto, Girls—Fair.
 Ditto, St. Saviour's, Boys—Fair.

- Leeds, Hunslet, Boys*—Very imperfect.
 Ditto, ditto, Girls—Very imperfect.
 Ditto, ditto, Infants—Very imperfect.
 Ditto, Wortley, Boys—Very moderate.
 Ditto, ditto, Girls—Very moderate.
Lound, Mixed—Moderate.
Marsden, Mixed—Good.
Marske, Mixed—Very fair.
Market Weighton, Mixed—Very moderate.
Mellham Mills, Boys—Fair.
 Ditto, ditto, Girls—Fair.
Methley, Boys—Fair.
 Ditto, Girls—Very fair.
Nafferton, Mixed—Very moderate.
Newick, Girls—Very fair.
Northallerton, Boys—Very fair.
 Ditto, Girls—Fair.
 Ditto, Infants—Very fair.
North Cave, Boys—Very bad.
 Ditto, Girls—Imperfect.
Oakworth, Boys—Fair.
 Ditto, Girls—Fair.
Old Malton, Boys—Moderate.
 Ditto, Girls—Moderate.
Oulton, Girls—Fair.
Park Gate, Mixed—Fair.
Pontefract, Boys—Fair.
 Ditto, Girls—Very fair.
Richmond, Boys—Fair.
 Ditto, Girls—Moderate.
Roos, Boys—Good.
 Ditto, Girls—Very fair.
Rotherham, Boys—Imperfect.
 Ditto, Girls—Fair.
Roydon, Mixed—Fair.
Scampston, Mixed—Very moderate.
Scisset, Mixed—Moderate.
Settle, Boys—Fair.
 Ditto, Girls—Moderate.
Sheffield, Carver Street, Boys—Very fair.
 Ditto, ditto, Girls—Moderate.
 Ditto, St. George's, Boys—Very fair.
 Ditto, ditto, Girls—Very fair.
 Ditto, ditto, Infants—Fair.
 Ditto, ditto, St. John's, Boys (twice)—1. Moderate; 2. Fair.
 Ditto, ditto, Girls (twice)—1. Fair; 2. Moderate.
 Ditto, St. Mary's, Boys (twice)—1. Moderate; 2. Very fair.
 Ditto, ditto, Girls (twice)—Moderate.
 Ditto, ditto, Infants—Very fair.
 Ditto, St. Paul's, Boys—Very moderate.
 Ditto, ditto, Girls—Fair.
 Ditto, St. Philip's, Boys (twice)—Very moderate.
 Ditto, ditto, Girls (twice)—Very moderate.
 Ditto, Pittsmoor, Boys—Good.
 Ditto, ditto, Girls—Good.
Sigglesworth, Boys—Very fair.
 Ditto, Girls—Very fair.
Silkestone, Boys—Very fair.
 Ditto, Girls and Infants—Fair.
Slaihwate, Lower, Mixed—Good.
Sowerby Bridge, Boys—Moderate.
Sowerby, St. George's, Mixed—Fair.
Stainbro', Hood Green, Mixed—Fair.
Stanley, Mixed (twice)—Fair.

Thornes, Mixed—Very fair.
Thurgoland, Mixed—Very fair.
Wakefield, St. Andrew's, Boys—Good.
 Ditto, ditto, Girls—Very fair.
 Ditto, Trinity, Boys (twice)—1. Fair; 2. Very fair
 Ditto, ditto, Girls (twice)—Moderate.
Wadsley, Mixed—Good.
Walton, Mixed—Good.
Wellton, Boys—Very fair.
 Ditto, Girls—Fair.
Weston, Girls and Infants—Very fair.
Wenworth, Girls (twice)—Very fair.
 Ditto, Infants—Very fair.
Whilby, Boys—Moderate.
 Ditto, Girls—Very moderate.
Wighill, Girls—Fair.
Wortley, Mixed—Fair.
Wyke, Mixed—Fair.
York, Aldwark, Girls—Fair.
 Ditto, St. Cuthbert's, Boys—Fair.
 Ditto, Dring Houses, Mixed—Very fair.
 Ditto, Manor, Boys—Very fair.
 Ditto, Walmgate, Boys—Moderate.
 Ditto, ditto, Girls—Fair.

• *Schools in Durham.*

Barnard Castle, Boys—Very fair.
 Ditto, Girls—Moderate.
Darlington, Trinity, Boys—Fair.
 Ditto, ditto, Girls—Fair.
Durham, Blue-coat, Boys—Very moderate.
 Ditto, ditto, Girls—Very moderate.
Eaglescliffe, Mixed—Very fair.
Escombe, Boys—Moderate.
 Ditto, Girls—Fair.
Houghton-le-Spring, Boys—Very fair.
 Ditto, Girls—Moderate.
Newbottle, Mixed—Very fair.
Scaton Carew, Boys—Good.
 Ditto, Girls—Good.
South Shields, Trinity, Boys—Fair.
 Ditto, ditto, Girls—Very fair.
Stockton-on-Tees, Holy Trinity, Girls (twice)—Very fair.
 Ditto, National, Boys—Moderate.
Sunderland, Boys—Fair.
 Ditto, Girls—Fair.

• *Schools in Northumberland.*

Alnwick, The Duke's School—Fair.
Allenheads, Mixed—Very moderate.
 Ditto, St. Peter's, Mixed—Moderate.
Berwick-upon-Tweed, Boys—Very moderate.
Eladon, Mixed—Very fair.
Hartburn, Mixed—Moderate.
Kirk Whelpington, Mixed—Very fair.
Morpeth, St. James's, Boys—Good.
 Ditto, ditto, Girls—Fair.
Newcastle, St. Andrew's, Boys—Very fair.
 Ditto, ditto, Girls—Moderate.
 Ditto, St. John's, Boys—Fair.

Newcastle, St. John's, Girls—Very moderate.

Ditto, St. Thomas's, Boys—Good.

Norham, Boys—Very fair.

Ditto, Girls—Very fair.

Scremerston, Mixed—Very fair.

From this list it appears that of 260 schools, there are—

Good	24, about 9½ per cent.
Very fair	82, about 31½ per cent.
Fair	82, about 31½ per cent.
Moderate	40, about 15½ per cent.
Very moderate or bad	32, about 12½ per cent.
	<hr/> 260

Or the more concise statement may be made thus,—that of the Church schools in my district, which are receiving annual grants from your Lordships' committee, about 40 per cent. are in a satisfactory or very promising state; whilst of the remainder—nearly 60 per cent.—no more can be said than that they are in some striking points deficient, either at a low standard of attainment or imperfect in discipline, or unhealthy in tone, in some cases neglected by their nominal managers, in others injured by the unworthy jealousies and narrow prejudices of those who have the control over them.

Age of Children.

As my Report must necessarily be brief, I will proceed to a few remarks on some of the most important phases of Elementary Education in my district, as evidenced by the Summaries A and B. First with regard to that which has for years appeared to me a most important subject, and one yearly increasing in importance, *the age of the children* in these elementary schools. Now I find from the summary for my district, that above 79 per cent. of all the children under education in it, at Church schools, are *of and under the age of ten years*; in other words, four-fifths of my whole school-population are of an age so tender, and capacity so limited, that there is great danger on the one hand, of injuring their memories by premature over-load, and on the other, absolute necessity to cram as much as possible into the little receptacle of their almost infantine minds during the very brief period that they are in the hands of the educator. It is simply true that the child of the rich man is going to school when the child of the poor man is leaving it. The education of the one is supposed to commence at the time that the education of the other is said to be finished. One occupies from twelve to fifteen years; the other from two to four. Can this be right, or is it wholesome? Can it be a healthy state of things in any free country that the many should be, from any cause whatever, in a position of such grievous disadvantage, when compared with the few?

But the case of the children in these schools has not yet been fully stated. I find that the number of those of and under the age

of seven years is just as great as of those of the ages of eight, nine, and ten years together. Nearly 40 per cent., *i.e.*, two-fifths of the whole number of children in the schools, are of this almost infantine age of seven years and under, fit material for Infant schools, and properly enough admitted there; but sufficiently out of place in the locality in which they are generally to be found, *i.e.*, in the lowest classes of the Juvenile school, a burden to themselves, a hindrance to their school-fellows, and alternately a torment and a puzzle to the teachers of the school.

Again, in looking at the ages of the children in the ascending scale, we find a gradual but constant decrease as we approach the time of life when the faculties of the mind are beginning to expand, and the affections to seek objects on which they may rest in reverence and love.

The return is this:—

Of the age of 11 years, rather more than 9 per cent.
Of the age of 12 years, rather more than 5 per cent.
Of the age of 13 years, rather more than 3 per cent.
Of the age of 14 years, a little more than 2 per cent.

One might almost state it thus:—that *about five children out of 100 of the poorer classes stay at school to an age when they may learn something, and when their characters may be moulded into shape.*

Is not this a mockery of education? We have, my Lords, improved school-buildings; we have in many places excellent rooms, airy, cheerful, well warmed rooms both for teachers and children; we have a very fair supply—and it is yearly increasing in quantity and quality—of school books. We have improved apparatus of all kinds—maps, slates, black-boards, desks, stands, &c.; almost everything which ingenuity can devise, or experience approve, for this object; and, above all these, we have a much-improved race of school-teachers; many men and many women of recognised ability, of consistently religious character, of earnest devotion to their work, of high purpose, and practical success. The number of these teachers is yearly increasing, and must increase year by year, as each generation of pupil-teachers passes on from the school to the Training institution, and from it into the field of work for which it has been so long and so well trained. There is—it is no exaggeration to say, it—improvement in all respects but one, and that one a most important, an essential one—one without which all the others are void and pointless—the *age of the children* in the schools. The return shews that, in my district alone, there are about 10,800 children in no greater number than 260 Church schools, of and under the age of seven years; and in the same schools there are only about 540 of the age of and above 14 years. And it must not be forgotten that

this is the most favourable view of the subject. A broad average covers a great many ugly inequalities. There are several, and not unimportant, places in my district where the school age is lower than that represented by the averages of the Summary. There are great schools, into which the children enter, and pass, not *through*, but *out*, within a few months of their entry. For instance, I find at Bradford, (Manchester Road,) the master "does not think the average stay of the mill-children above three months, and that of the whole school not above nine months." At Bradford, Stott Hill, "the children stay a very short time, either at school or in the same mill. They are constantly changing. In the boys' school 300 have been admitted, and 255 have left in 12 months. In the girls' school 340 admitted, and 271 left." Again, at Houghton-le-Spring, there "are 84 fresh entries, with an average attendance of 89 boys." Again, "Hull, St. James's, admitted in 12 months 202; taken off in same time, 231; average age of boys, eight years eight months; of girls, eight years two months." Again, at St. Mary's, Sheffield, with an "average attendance of 180 boys, 206 have entered, and 210 left in 12 months." Sheffield, St. John's, "in the boys' school, 108 out of 240 children are under the age of seven years."

Such notices as these shew sufficiently the evil case of many important schools, the difficulty, and almost the unfairness, of dealing with them according to ordinary rules, and classing them under a general average.

In every Report which I have had the honour of presenting to your Lordships, it has been my duty to notice the tender age of the children in Elementary Schools, the gradual lowering of that age in the great majority of those places, and the contemporaneous shortening of the school-time of the children. This evil has now, I conceive, grown to such magnitude, that it *must* be remedied. All the partial restoratives have failed to touch this disease. All the roundabout methods of treatment have not reached its source. Its cause still remains:—

"Tolle mali causam, tollitur omne malum"

But can this be done? What is its cause? The value of the child's work in the market, either of manufacturing or agricultural labour; and the want of its wages at home. How can these two demands be regulated? Will the employers, on the one hand, employ the adult instead of the child, at a double rate of wages? or will the parent forego the child's earnings, and pay its school fees? The answer is quite plain. Neither will do so *voluntarily*. Yet the thing must be done. And it must be done, and can be done only by the solemn voice of the law, protecting the child from parent and from employer alike. But will this be called an interference with the freedom of the subject? I believe, my Lords,

that most men are growing rather weary of this cuckoo-cry of "interference," this air bubble which has nothing but a specious outside. Every law, every good and wise and wholesome law, is an interference with the *freedom* of the subject for the *good* of the subject. The few are restrained that the many may be benefited. The law which commits the thief to prison is a decided interference with his freedom. And, fortunately for the country, there are many similar instances of stringent interference with the freedom of the subject.

Or shall we listen to the other note? "This would be an interference with the labour-market." Is the labour-market then above the law or beyond the law; an arrangement too sacred to be touched? Was it not an interference with the labour-market that broke the chains of 500,000 slaves in the West Indies? Was not the interference, wise, humane, and necessary? And is it less so, to free the hundreds of thousands of young children, in this country, condemned to premature labour; and to claim for them the freedom of two or three years, that they may be fitted for their work in life, and may be faithfully and intelligently instructed in their great duties towards God and towards man.

I have spoken at length, my Lords, on this subject, because it is of the greatest importance. This well done, almost all that has been done for education in the last few years is well done also; this undone, almost all that has been done is of little use.

Pupil Teachers.

As was the case last year, my time during the period of this Report, has been chiefly given to work arising from the Minutes of 1846, the chief feature of which is the system of Pupil Teachers.

I have to report up to the 1st of November, 1850, the following summary, observing that the Schedules of Schools examined by me in September and October have not yet been returned to me, so that I cannot enter the new apprentices, if any, in them.

	Number of Places with Pupil Teachers.	Number of Schools with Pupil Teachers.	Number of Pupil Teachers.		Dismissed.	Withdrawn.	
			Males.	Females.		Ill.	Other Causes.
Yorkshire . . .	160	226	375	219	17	13	14
Durham . . .	12	17	27	16	1	1	1
Northumberland . .	10	13	23	7	1	1	3
Whole of District	182	256	425	242	18	15	18
			667		51		

So taking the number, 51, who have ceased from the gross number 667, the total to November 1, 1850, is 616.

It appears thus, that the number of those who, from various causes have ceased to proceed with the apprenticeship, is about $7\frac{1}{2}$ per cent.; and of those dismissed, either for incompetency, for their own misconduct, or for that of their parents, not 3 per cent. This is, I think, a very satisfactory result, and a highly creditable testimony to the good conduct and intelligent progress of these young people, whose position is, in some respects, one of trial and difficulty.

Delay in
Communications.

There is one point especially, on which it is my duty to state to your Lordships that much dissatisfaction exists in my district, as it is a cause of much anxiety and inconvenience to the pupil-teachers and their parents. I speak of the long interval that very frequently elapses between the examination of the apprentices by Her Majesty's Inspector, and the declaration, to the managers of the school, of the result of that examination. And it cannot be denied that this feeling is natural and excusable enough. It must be remembered that the payment of these young people is always conditional, depending both on their examination and on concurrent certificates of good conduct from the managers of their schools; that, therefore, under the most favourable circumstances, there must always be some doubt in their minds, whether they have failed, or whether they have done sufficiently well, until the decision of the Lord President is announced to them. In some cases this time of suspense has been very long, so much so that parents have withdrawn their children from the apprenticeship; in many cases it has been the subject of great and well-founded complaint. At Barnsley, Hull, Newcastle, Huddersfield, Bradford, and other important places in my district, much dissatisfaction has been expressed by managers of schools and parents, at the uncertainty and irregularity of the annual payments of their children. With this exception I am able to report very favourably of the progress of the system of pupil-teachers. There is hardly a school in which apprentices have been placed in which there is not the full number of pupil-teachers allowed by your Lordships' Minutes. During the last year, the apprenticeship has commenced in 20 schools, 16 of which are in Yorkshire. And there are very few of the whole number of schools in which pupil-teachers are apprenticed, which do not bear evidence to the fitness and usefulness of the system, by improvement, both in discipline and progress, correspondent to the time during which it has been at work. Some, perhaps, of the most striking cases are Hull (Christ Church, and St. James's, boys); York (Manor); Brampton Bierlow; Sheffield (Carver-street, boys); Wadsley; Pittsmoor; Leeds (St. George's, and St. James's, boys); Newtown (boys); Kirkstall (St. Stephen's); Almondbury; Gilling; and Beverley (Minster), &c.

Queen's
Scholars.

I have further the satisfaction of reporting that, of eight pupil-teachers in my district who have been candidates for Queen's

scholarships at the last examination, seven have succeeded; four being placed in the first class of merit, and three in the second.

An important, and generally acceptable, alteration has been made during the last year, according to the instructions of your Lordships' Minutes (vol. I. 1846, page 35,) in holding collective Collective
Examina-
tion. Examinations of Pupil-teachers at the chief places in the district, where the young people could be most conveniently assembled. Twenty such examinations have been held in my district during the last year, of which those at Halifax, Hull, Newcastle, Sheffield, and Leeds, were the most numerous attended. At Sheffield 90 apprentices of both sexes were assembled for this purpose, at Leeds 137, besides 27 uncertified Teachers. The conduct of the young people at these large meetings was most praiseworthy: though, in one case placed rather nearer to each other than is usual in examinations, I had no reason to suspect any attempt to copy from each other's papers.

Before I conclude this part of my subject, I should wish to Allowance of
Pupil Teach-
ers. urge upon your Lordships the re-consideration of your decision respecting the number of pupil-teachers allowed to a school. When the Minutes for 1846 (August and December) were first brought into operation, the number of pupil-teachers allowed by your Lordships was in the proportion of one to every 25 children in average attendance. Perhaps in small and unimportant schools this allowance was too liberal. At all events a limit might have been placed, that no school with a smaller attendance than 50 children should be considered as a fit place for the apprenticeship. But such was not the case. Subsequently the proportion was diminished to the allowance of one pupil-teacher to 40 children in average attendance. And doubtless, in a great many places, this is a sufficient allowance. But in the large schools of the manufacturing district,—in those especially, where many, or the majority, of the children, are workers in mills, and attend only alternately in the morning and afternoon, or on alternate days of the week, I am convinced that the allowance of one pupil-teacher to 40 children is by no means adequate to the demands of the case. For it supposes that a boy of the age of thirteen or fourteen years is able to take charge of a class of 40, in a room with 250 or 300 other boys. There certainly should be, in such a school, a regular teacher to each class; and that teacher, from the necessity of the case, must be one of the apprentices. Surely it is laying too much upon a lad of his age, to require him (with such assistance as he may receive from the master) to instruct, keep in good order, and set a good example to 40 boys, who, from the condition of their parents, and circumstances of their employment in the mills, are for the most part very ignorant and very ill-disciplined, when they enter the school. Twenty-five such boys are an ample employment for the head, and trial for the heart, of any pupil-teacher.

Certificated Teachers.

Number of
Certificated
Teachers.

The steady increase of Certificated Teachers, in this district, is also very satisfactory ; the number being at present (to Nov. 1)—

	Masters.	Mistresses.	TOTAL.
Yorkshire . . .	80	31	111
Durham . . .	7	2	9
Northumberland . .	2	..	2
	89	33	122

It is instructive to observe that of this number only 13 (12 masters and 1 mistress) are in schools without pupil-teachers, so that nearly 90 per cent. of the schools which have certificated teachers have also the advantage of apprentices working in them. This is a very satisfactory result, and shews how surely one improvement in school affairs leads to another. In fact there seems to be a necessary sequence, of this kind ;—where there is an earnest clergyman, or an active committee interested in the work of education, then there is a sufficient stipend raised for the teachers ;—and where there is a sufficient stipend, there is generally a certificated teacher ;—and where there is a certificated teacher, there are pupil-teachers ;—and where there are pupil-teachers, there must be a good supply of books and apparatus. And thus, one advantage following upon another, all the benefit is conferred on the place which can be expected under the present circumstances of education.

Certificated
Teachers.

I have had occasion to remark, in a previous Report, that the certificated teacher, though higher in attainments than his uncertificated brother, is not always a better disciplinarian or more skilful school-keeper. Indeed, from causes to which I alluded in that Report, he is not unfrequently inferior in these very important respects, and it is well for him to bear this in mind, for I have in some instances been struck with the assumption of certificated teachers, with regard to the gratuity *conditionally* due to their certificates of merit. They seem to consider it *absolutely* due, without any reference to the condition of their school, moral or intellectual, and fancy themselves aggrieved if the Inspector, by his memorandum, report them as unworthy to receive this gratuity. In one case, where the children were in a very poor state of discipline, the certificated master was both passionate and impertinent when I pointed out to him the necessity for improvement in this respect. My object in mentioning this is thus to state prominently the instructions which Her Majesty's Inspectors have received from your Lordships, viz., to consider the qualifications of a master as a school-keeper, and moral trainer, of at least as much importance as his intellectual qualifications as teacher.

I report with regret that the tendency to change their situation, ^{Change of Teachers.} without sufficient reason, still remains in teachers of schools. I observe, in Yorkshire alone, that sixty-four changes have taken place since the date of my last Report; some of them, no doubt, highly beneficial, others absolutely necessary, but many of them, there is reason to fear, without advantage to themselves, and with decided injury to the progress of the children placed under their care. It may be a fair question whether any gratuity conditionally due to a certificate of merit should be payable till its holder have been in charge of the school for *two full years*; no longer than is required of a curate when he obtains a title for Holy Orders.

It was my duty to mention to your Lordships, last year, the very considerable expenditure of an Inspector's time in attending the district examinations of uncertificated teachers. At the examination which I held at Sheffield, (Easter 1850,) there were only fifteen Schoolmistresses present, one of whom retired after the second day; but the whole of my time for a week was occupied in attendance at this small and comparatively unimportant meeting. It surely would be no hardship on these teachers, but rather on many accounts an advantage to them, for your Lordships to arrange that, unless a certain number, (perhaps not less than thirty,) announced their intention three months previously of attending the Easter examination, no examination should be held in that district oftener than once in two or three years.

One or two further remarks seem called for by the returns of ^{State of attainments.} the Summaries A and B. We hear, my Lords, many complaints in the present day of the danger of over-educating the children of the lower classes. It is not unfrequently said that their attention is directed to subjects of little importance to them, and that they are *crammed* with these to the exclusion or neglect of more important things. I know not if this be true elsewhere. It certainly is not the case in my district. From the Summary A, it appears that only one in 200 children ($\cdot 5$ per cent.) is learning algebra; not quite 1 per cent. ($\cdot 9$) acquiring the elements of mensuration; and rather more than one in 300 ($\cdot 35$) attempting something of geometry. Surely this return will satisfy the strongest advocates of no-progress. And, to proceed to lower and more familiar subjects of instruction, there are only 15 per cent. learning the history of their own country; 36 per cent. studying geography; 25 per cent. in the elements of grammar; not 3 per cent. able to work sums in vulgar fractions; and only 18½ per cent. whose progress in arithmetic is as far as the rule of compound addition!

I should, my Lords, be grieved at these returns, and almost ashamed of them, did I not bear in mind the tender age of the children in these schools—that great evil which lies at the root of all the other evils, and hinders and disappoints us in all our educational efforts.

Sufficient ac-
commoda-
tion.

Another popular outcry, only a short time since, was the insufficiency of school-accommodation for the children of the poor.

Now it appears, at first sight, from the Summary A, that the accommodation (in my district) is not very far from the double of that which is required by the children in attendance. It must, however, be borne in mind that this accommodation is calculated at 6 square feet to each child, when, in fact, considering the space taken up by parallel desks, tables, benches, galleries, &c., each child's allowance of space should be 8 or (in some cases) 9 square feet; so that the attendance in the summary really bears a nearer proportion to the accommodation than appears at first sight. It may fairly be said that three-fourths of the space provided is occupied by the children in daily attendance at our schools; though here, again, an average statement gives no idea of the excess or shortcoming of particular localities. For example, at Battysford, with accommodation for 370 children, only 30 were present on the day of examination, with an average attendance of about 80; at Leeds, Holbeck, with accommodation for 692, only 111 were present, with an average attendance of 177; at Leeds, St. Saviour's, only 179 present, in rooms intended for 828; at Bir-stall, 80 children present, with accommodation for 339; at Hunslet, Leeds, only 73; in rooms built for 750 children. Whilst, on the other hand, at Pittsmoor (Sheffield), Denby Grange, Bradford (Messrs. Walkers), Burythorpe, Oulton, York (Manor), &c., the attendance is almost equal to, in some instances greater than, the accommodation provided.

Incomes.

From Summary B, some interesting and instructive facts, as to the sources of income and chief causes of expenditure, may be obtained. First, it appears that half of the whole school-income of my district arises from the payments of the children, that little more than one-twelfth of it is obtained from local endowments, but that the rest (about five-twelfths) flows from sources which are proofs of the intelligent interest and liberal assistance of the inhabitants of the locality—viz., local subscriptions, local collections, and other sources, generally local. The whole average income of each school is nearly £96, and of this not more than £8, on the average, are from endowment, of ancient or later date; so that eleven-twelfths (above 90 per cent.) may be taken as a test of the educational feeling of the neighbourhood in which the school is situated, of the willingness of the poor to pay for the instruction of their children, and of their wealthier neighbours to aid them in so good a work.

I by no means infer from this summary, satisfactory as far as it goes, that such contributions, even in the most favourable localities, are as great as they should be. There is hardly a school in my district which might not be in some way improved, if the funds allowed of it. More teachers, books, maps, parallel desks, (to all of which your Lordships' Committee contribute liberally,) im-

proved ventilation, additional class-rooms, with suitable furniture, clocks, thermometers, supply of water, school-libraries, and museums, playgrounds of sufficient size, and field-gardens, &c., are on the long list of desiderata in many of the best schools, and only not procured because the school-funds shew that they are not procurable. This is evident enough when we turn Expenses. to the expenditure-side of Summary B. There we find that nearly three-fourths of the whole expense are due to the salaries of teachers, and only about one-fourth (£18. 12s., on the average of 260 schools, at 185 places) for all the remaining charges of the school-books, stationery and apparatus, repairs, lighting and fuel, improvements, and all other incidental expenses. This is evidently insufficient for their liberal support. And at the same time it should be borne in mind that the average stipend of the teachers does not quite reach £50. Whatever they obtain above this is obtained by their own exertions, as a gratuity from your Lordships' Committee, either for the private instruction of their pupil-teachers, or as conditionally due to their certificates of merit.

I am sorry to be able to record little or no progress in industrial Industrial
Schools. operations. At Slaithwaite, Upper Slaithwaite, and Farnley Tyas, on the estates of the Earl of Dartmouth, the usual labour has been bestowed on the school-fields and gardens by the teachers and boys, under the kind encouragement of the noble owner of the property, and the clergymen of the two parishes (Rev. C. A. Hulbert and Rev. C. Wardroper). The results are satisfactory, as far as they go; the most important, to my mind, being the united testimony of the schoolmasters that the boys thus employed are by no means unfitted for their intellectual work in the school, but, on the contrary, acquire fresh appetite for it. One of the masters expresses himself thus:—"The results of my observations are of important use in the school-room, and hence appears one advantage of uniting agricultural pursuits with school education. They (the boys) cheerfully attend to their work in the garden. And it is another important fact that the boys whom I find most lively and active in the garden are in this case, and, I believe, in most others, those who shew the most alacrity, and make the most progress, in book learning."

Among the many noble, intelligent, and liberal landlords of Yorkshire, I trust that some will be found who will imitate the example of Lord Dartmouth, and add to those schools which their liberality has called into existence, and which it chiefly supports, means, both for boys and girls, of acquiring not only head-knowledge and heart-training, but also of hand-work suited to their probable condition in life.

I have to report that night-schools, as their importance is now Night
Schools. more fully recognised, are increasing both in number and intelligent provision. It has always been quite out of my power to visit

any of them; and it will be a matter of grave consideration, if pupil-teachers be allowed by your Lordships to these schools, how they may be properly inspected, as it will evidently be impracticable for the Inspector, after his day's work in the day-school, to devote any further time to the evening or night-school.

Conclusion.

In conclusion, I have to return my thanks to your Lordships, I cannot say for lessening my duties, but for diminishing my field of labour, and so taking off some of its responsibility. By a late Minute, my district is to consist of Yorkshire alone—Northumberland and Durham being apportioned to a new district;—and your Lordships have been pleased to allow me in it the help of an Assistant-Inspector (Rev. G. R. Moncreiff). I trust, with his assistance, to be able to exercise something more of real inspection, in the county of York, than has for some years been practicable. It is, I conceive, the most interesting field of educational work in Great Britain, a happy medium between the many-headed schemes of its sister manufacturing district (Lancashire), and the dull inactivity of great portions of agricultural England. In Leeds, Sheffield, Hull, Halifax, Huddersfield, Bradford, Wakefield, and, more lately, in York, much has been done for the education of the working classes, in the seven years during which I have held the office of Inspector. In some of these places much more has been attempted, which has only not been successful because the age of the children in the schools has rendered it impracticable hitherto. But the machinery for doing the work is, so to speak, on the spot *and in gear*. The question rests chiefly with your Lordships' Committee—and the responsibility attached to it is not light—to determine how soon it shall be applied to the *proper material*, how soon, to drop the metaphor, the rooms of our elementary schools shall be filled with children of sufficient age to appreciate the instruction of an intelligent master, and to follow his good example; how soon the avarice of the employer, or the necessity of the parent, shall have no power to drag away the child from that education which is its best possession in life, and the best safeguard of that country of which it is to be either a faithful or a disloyal citizen.

I have the honor to be, &c.

F. WATKINS,

To the Right Honorable

The Lords of the Committee of Council on Education.

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SUMMARY A.

** The numbers in each of the following columns depend upon this first column. The results given, being those of actual inspection only, between 1 November, 1849, and 31 October, 1850, are not to be taken as complete accounts of the Inspector's District.

Number of Schools inspected between 1 November, 1849, and 31 October, 1850.*	Number of Children Accommodated.	Average Daily Attendance.	Number of Children present at Examination.	Number of Certificated School-masters or Schoolmistresses.	Number of Pupil-teachers.	Per Centage† of Children learning.													
						Arithmetic as far as													
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.
185*	50,801	27,363	24,975	99	560	5	9	35.5	8.47	13.52	36.55	25.87	28.36	2.96	4.31	11.17	10.86	27.58	20.

Per Centage† of Children										Per Centage Aged.							
Writing.					Reading.												
On Paper.			On Slates.														
Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.		8	9	10	11	12	13	14	
2.36	46.53	10	2	37.29	44.5	24.87	41.31	31.55	42.49	39.35	13.73	13.77	12.46	9.59	5.38	3.55	2.17

* This is the number of places visited. The actual number of Schools inspected, reckoning Boys' and Girls' Schools separately, amounts to 256.

† Taken on Numbers present at Examination.

SUMMARY B.

Aggregate Annual Income, as stated by Managers.						
From Local Endowment.	From Local Subscription.	From Local Collections.	From School-pence.	From other Sources.	TOTAL.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1,492 10 8½	4,860 9 0	1,247 11 7½	8,708 8 4½	1,426 8 9½	17,735 8 5½	

Aggregate Annual Expenditure, as stated by Managers.				
Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	TOTAL.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
12,867 2 9	1,549 11 10½	3,286 12 6½	17,703 7 1½	

ALPHABETICAL INDEX to following Tabulated Reports for 1850, on Schools inspected by Rev. F. Watkins.

* * The numbers indicate the order in which the Schools appear.

	Number		Number
Almoudbury (Central), Boys'	42	Cononley, Mixed	76
" " " Girls'	43	Cross Stone, Mixed	179
Armitage Bridge, Mixed	92	Carcroft-in-Owston, Mixed	189
Alnwick (Duke of Northumberland's School)	128	Dringhouses, St. Edward, Mixed	93
Alnheads, Mixed	133	Darlington, Trinity, Boys'	98
" " St. Peter's, Mixed	134	" " " Girls'	99
Askern, Boys'	178	Durham (Blue Coat), Boys'	106
Aldborough, Boys'	180	" " " Girls'	107
Ardsley, Mixed	188	Doncaster, Boys'	18, 139
Ackworth, Mixed	193	" " " Girls'	17, 138
Attercliffe, Boys'	220	Darfield, Girls'	184
" " Girls' and Infants'	221	Denby Grange, Mixed	195
Battysford, Mixed	22	Dodworth, Town, Boys'	196
Barnsley, St. George's, Girls' and Infants'	36, 191	" " " Girls' and Infants'	197
Barnsley (National), Boys'	37, 192	Dewsbury, Mixed	211
" " St. John's, Girls'	38, 202	" " " Infants'	212
" " " Infants'	39, 203	Elland, Boys'	48
Bradford, Manchester-road, Boys'	8, 50	" " " Girls'	49
" " " Girls'	51	Earls Heaton, Mixed	54
" " Stott-hill, Boys'	52	Eaglescliffe, Mixed	120
" " " Girls'	53	Escomb, Boys'	121
" " St. James', Boys'	66	" " " Girls'	122
" " " Girls'	67	Elsdon, Mixed	127
" " Low Moor, Infants'	68	Eastoft, Mixed	162
" " Walker's Factory	69	Escriek, Mixed	182
" " Low Moor, Boys'	71	Ecclesall (National), Boys'	245
" " " Girls'	72	" " " Parsosage, Girls'	246
Birstal, Mixed	73	" " Greystones, Girls'	247
Brampton, Bierlow, Boys' and Girls'	74	Gargrave, Boys'	77
Burley (Otley), Mixed	83	" " " Girls'	78
Barnard Castle, Girls'	100	" " " Infants'	79
" " " Boys'	101	Grassington, Girls'	82
Berwick-on-Tweed (Boys') Charity School	132	Gilling, Mixed	102
Burythorpe, Mixed	154	Goole, Boys'	159
Burton Agnes, Girls'	174	" " " Girls'	160
Beverley, St. Mary's and St. Nicholas, Boys'	176	Garthorpe, Mixed	161
Beverley Minster, Boys'	177	Huddersfield, Seed-Hill, Boys'	6
Barnby Moor, Mixed	181	" " " Girls'	7
Balby, Mixed	190	Holbeck, St. Matthew's, Boys'	23
Croft, Boys'	9, 97	" " " Girls'	24
Cowling, Mixed	61	Halifax, Parish Church, Boys'	27
Cleckheaton, Mixed	70	" " " Girls'	28
Cantley, Boys'	75	" " King's Cross, St. Paul's Boys'	29
" " " Girls'	75	" " " Girls'	30

	Number		Number
Huddersfield, Longroyd Bridge,	Boys' 40	Newcastle-on-Tyne, St. John's,	Boys' 111
"	Girls' 41	"	Girls' 112
Houghton-le-Spring, Boys'	108	"	St. Andrew's, Boys' 113
"	Girls' 109	"	Girls' 114
Hartburn, Boys' and Girls'	125	"	St. Thomas', Boys' 115
Hull, Christchurch, Boys'	146	Norham, Boys'	130
"	Girls' 147	"	Girls' 131
" St. Mark's, Boys'	148	North Cave, Boys'	163
"	Girls' 149	"	Girls' 164
" St. James', Boys'	150	Nafferton, Boys' and Girls'	175
"	Girls' 151		
" St. Stephen's, Boys'	166	Oakworth, Boys'	57
"	Girls' 167	"	Girls' 58
" Trinity, Boys'	168	Old Malton, Boys'	152
" Salthouse-lane, Boys'	172	"	Girls' 153
"	Girls' 173	Oulton, Girls'	239
Hoyland, Mixed.	4		
Horbury, Boys'	44, 213	Pontefract, Parish Church, Boys'	185
"	Girls' 45, 213	"	Girls' 186
Heeley, Mixed	237	Pitsmoor, Boys'	224
Harewood, Mixed	240	"	Girls' 225
Ingrow, Boys'	62	Richmond, Boys'	103
"	Girls' 63	"	Girls' 104
" Kirkburton, Boys'	2	Roos, Boys'	170
"	Girls' 3	"	Girls' 171
Keighley, Boys'	59	Rotherham, Boys'	207
"	Girls' 60	"	Girls' 208
Kirk Whelpington, Mixed.	126	Royston, Mixed	248
Keyingham, Mixed	169	Rotherham, Park Gate, Mixed	256
Leeds, St. Philip's, Boys'	19	Slaithwaite, Lower, Mixed	1
"	Girls' 20	Stockton-on-Tees (Industrial)	10, 118
" St. James', Boys'	34	"	(National), Boys' 119
" St. Saviour's, Boys'	35	Sheffield, St. Mary's, Boys'	13, 234
" Model, Infants'	56	"	Girls' 14, 235
" St. Peter's, Boys'	36, 250	"	St. Philip's Boys' 15, 222
"	Girls' 87, 261	"	Girls' 16, 223
Leeds, Hunslet, Boys'	88	"	Park, St. John's, Boys' 25, 230
"	Girls' 89	"	Girls' 26, 231
" Infants'	90	"	St. Paul's, Boys' 218
" St. George's, Boys'	252	"	Girls' 219
"	Girls' 253	"	(Central), Carver-street,
" Christchurch, Boys'	254	"	Boys' 228
"	Girls' 255	"	Girls' 229
"		"	St. Mary's, Infants' 236
Marsden, Mixed.	21	"	St. George's, Boys' 243
Meltham Mills, Boys'	64	"	Girls' 244
"	Girls' 65	"	Infants' 249
Morpeth, St. James', Boys'	123	Sigglesworth, Boys'	232
"	Girls' 124	"	Girls' 232
Marsk, Mixed	158	Sowerby Bridge, Boys'	46
Market Weighton, Mixed	165	Sowerby, St. George's, Mixed	47
Methley, Boys'	209	Stanley, St. Peter's, Boys' and	
"	Girls' 210	"	Girls' 55, 217
		Settle, Boys'	80
Neswick, Girls'	33	"	Girls' 81
Northallerton, Boys'	94	Seaton Carew, Boys'	156
"	Girls' 95	"	Girls' 117
" Infants'	96	Scremerston, Boys' and Girls'	129
Newbottle, Mixed	110	South Shields, Trinity, Boys'	135
		"	Girls' 136

	Number
Sunderland Gray, Boys' . . .	137
" Girls' . . .	138
Scampston, Mixed . . .	155
Silkstone, Boys' . . .	198
" Girls' and Infants' . . .	199
Scissett, Mixed . . .	200
Stainborough, Hood Green, Mixed . . .	238
Thurgoland, Mixed . . .	203
Thornes, Boys' . . .	206
Wakefield, Trinity, Boys' . . .	11, 241
" Girls' . . .	12, 242
" St. Andrew's, Boys' . . .	214
" Girls' . . .	215
Walton, Mixed . . .	84

	Number
Wighill Park, Girls' . . .	85
Wortley, Boys' and Girls' . . .	91
Wyke, Mixed . . .	105
Welton, Boys' . . .	183
Wortley (Sheffield), Boys' and Girls' . . .	194
Wentworth, Girls' . . .	5, 226
" Infants' . . .	227
Wadsley, Boys', Girls', and Infants' . . .	232
Weston, Girls' and Infants' . . .	233
York, St. Cuthbert's, Boys' . . .	141
" Aldwark, Girls' . . .	142
" Manor, Boys' and Infants' . . .	143
" Walmgate, Boys' . . .	144
" Girls' . . .	145

TABULATED REPORTS, in detail, for the Year 1850, by Her Majesty's Inspector of Schools, the Rev. F. WATKINS, on the Schools inspected by him in the Counties of York, Durham, and Northumberland.

NAME of SCHOOL.	Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.		
1. Slapthwaite, Lower? Mixed.	1849. 1 Nov.	149	63	59	182	1. Desks against the wall, loose benches. Master's desk. Teachers' tables, &c. 2. A good supply of books, maps, black-boards, and apparatus. 3. Eight classes under master not regularly trained, with five pupil-teachers (four of the second year, and one of the first), with monitors from the upper classes, one of whom is now candidate for the apprenticeship. 4. Very good. Children clean, neat, and orderly. 5. Monitorial, under pupil-teachers and monitors; the pupil-teachers instruct the same class for two months at a time. 6. He has been here several years; is a painstaking, right-minded, and experienced teacher. His wife acts as sewing mistress. 7. This is now a mixed school, with about one-sixth of the children workers in mills. The management is very good. The room should be more fully ventilated, and improvements made in the office, which are badly situated and unpleasant. Much improvement is visible in this school since the introduction of pupil-teachers. An infants' school, to carry off some of the youngest children, is desirable. On the whole this is a very satisfactory school, and reflects much credit on its managers. The incumbent of the parish, Rev. C. A. Hulbert, has for several years devoted himself with much intelligence to the education of the poorer classes, and their social improvement in other respects.	
2. Kirkburton; Boys.	2 Nov.	65	24	30	83	1. Desks against the wall, and double-desk in the centre of the room. Clock, master's desk, &c. 2. A fair supply of books in quality, rather deficient in number. 3. Seven (or eight) classes under unsupervised master, with one pupil-teacher—at the end of his first year—and monitors of the first class, one of whom is now a candidate for the apprenticeship. 4. Tolerable; much like an old parish school; a good deal of awkward talking in class. 5. A good deal of the old parochial system, with the addition of monitorial teaching from a pupil-teacher and unpaid monitors. 6. He has been here nine years, and is a highly respectable master of the old parochial fashion, with little knowledge of modern methods. 7. This is an old endowed school, built in 1714, and rebuilt in 1841. The tablet of benefactions has this inscription: "Da dum tempus habes, tibi propitius sit manus. Hæres. Auferet hoc nemo, quod dabis ipse Deus." The room is spacious, well-lighted, and tolerably ventilated; flagged with stone; situate on one side of a yard, on the other side of which is the girls' school, not belonging to the same charity. About one-fourth of the boys work in mills. This school is a type of such institutions as are partially supported by endowments from 10 <i>l.</i> to 50 <i>l.</i> per annum, and shows how inadequate they are to the wants of the present day.	
3. " " Girls.	" "	61	20	40	77	1. Desks against the wall; loose benches; mistress's desk; clock; teachers' stools. 2. A good supply in quality, hardly sufficient in quantity; sufficient maps and black-boards. 3. Five or six classes, according to the season of the year, under mistress not regularly trained, with three pupil-teachers (two of the second and one of the first year), and other monitors as needed. 4. Good; children clean and neat, quiet and orderly; rather too low in tone of voice. 5. Monitorial, under pupil-teachers and monitors from the first class; the pupil-teachers keep their classes for one month at a time. 6. She has been here several years; is a very pleasing, intelligent teacher, and conscientious in her duties. 7. This school is held in a separate building from the boys. Its tone is very pleasing, and progress satisfactory on the whole. There are a few mill children. The room seems hardly large enough to contain the number for which it is calculated. The ventilation, though improved, is not sufficient without opening the windows. The mistress	

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Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of School.	Date of Inspec- tion.	No. of Children.				
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
8. Baitford, Model Factory, Boys.	1849. 3 Dec.	190	.	.	297	<p>GENERAL OBSERVATIONS.</p> <p>1. Desks and Furniture. 2. Books and Apparatus. 3. Organisation. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. Special.</p> <p>1. Parallel desks (in three rows) for each class, separated by curtains; master's desk; loose benches on the floor of the room. 2. A fair supply of books and maps; the quantity of slates very insufficient. 3. Eight classes under the trained master, with six pupil-teachers (one in the third year and five in the second), and one or two monitors, one of whom is now a candidate for apprenticeship. 4. Very fair, especially considering the number of non-children, and the character of the population. 5. Monitorial, under six pupil-teachers, the master being assisted by three monitors at a time. 6. He has been here 14 months; is an intelligent, energetic teacher, and a good disciplinarian; explains a lesson well to his class, and questions carefully. 7. This is a very important school in the town of Bradford; called the Model Factory school of the floor (wood pavement) needs repair. The galleries in the class-rooms are in parallel desks, &c., is dark, and the floor (wood pavement) needs repair. The galleries in the class-rooms are broken, and the floor is in a state of decay. 8. The school is in a good order, but with a good deal of rubbish in it, and wet. More than half the boys are workers in mills, of whom the second and fourth classes are entirely composed. The general progress of the children is fair. The reading is poor. The master has a certificate of merit, and deserves much credit for earnestness and devotion to his work. One of the clergymen of the parish church (the Rev. F. Black) is the chaplain of these schools, and devotes a certain portion of his time to the religious instruction of the children.</p> <p>1. Desks against the wall; loose benches; master's desk; clock, &c. 2. A good supply. 3. Four classes, under master with certificate, and one pupil-teacher at the end of his second year, and assistant just going to leave. 4. Very good; children clean and neat, quiet, attentive. 5. Monitorial, under pupil-teachers, and a youth just going to work as an exhibitor, and another a half or two from the first class. 6. The master has been here rather more than in years past, and is entirely devoted to his work; is a very intelligent and careful teacher. 7. This is a village school in a purely agricultural district, where much pains has been bestowed on the education of the children by the Rev. C. Hodgson, rector of the parish. In consequence, it is one of the best village schools in my district. The building is neat, the room clean and well-furnished, and the premises kept in good order. As in the agricultural districts generally, the children are taken early from school, but they stay here longer than in inferior schools.</p> <p>1. One double-desk; teacher's desk; loose benches; clock, &c. 2. A good supply of books; fair supply of maps and black-boards. 3. There are five classes under a mistress and one pupil-teacher of the first year, with four monitors, who are now about to be candidates for the apprenticeship. 4. Very fair, considering the many inconveniences of the room and the locality. 5. Children are taken early from school, but they stay here longer than in inferior schools. 6. The mistress has been here three years and takes all the classes, is intelligent and cheerful in her work, and seems deservedly popular, both with the children and the three quarters of the school. 7. This was formerly an industrial school for girls, but now has little of the industrial character beyond the instruction of eight girls in household work to a small extent. Some of the children are clothed at</p>
9. Croft, Boys.	3 Dec.	56	25	12	52	
10. Stockton-on-Tees (Industrial).	6 Dec.	79	25	44	88	

the expense of the local charity. This school is just about to be transferred to a new building belonging to Trinity Church, which has rooms (separate) for boys, girls, and infants, and apartments for the mistress and teachers. The present room is very inconvenient, bad in situation, in size, in shape, ventilation, lighting, &c. A committee of eight ladies visit the school regularly. There is much want of more slates. The mistress has a certificate of merit, and deserves much credit for her work here. Great opposition was manifested to any enlargement of the scheme education, and its promoters were taunted by the question, "Will geography help your housemaid to scour the floor?" Much of this narrow-mindedness has now passed away.

1. Parallel desks in two rows at the end of the room; teacher's desks; some loose benches; clock, &c. 2. A fair supply of books and maps. 3. Four classes (called divisions) under master and two pupil-teachers, with other monitors. Many of the children are very young; more fit for an infant-school. 4. Fair; much improved since my last visit; the younger children still talk too much. 5. Monitorial, under two pupil-teachers of the first year, and other monitors, one of whom is now a candidate. Pupil-teachers keep their classes for one week at a time. 6. He has been here about two years; is earnest in his work. 7. This is a comparatively new school—i.e., about two years at work—in the centre of the town of Wakefield. The accommodation is somewhat straitened. The privy for the boys' room opens out of the school, and its stench at the master's desk is very unpleasant. The means of ventilation are insufficient. Some additional traps should be made. There is no playground; the children run out into the street for exercise, &c. The master has a certificate of merit. The general progress of the boys is fair. The clergyman and other managers show an intelligent interest in the success of the school.

1. Parallel desks in two rows at the end of the room; teacher's desk; work-table; clock, &c. 2. A fair supply of books and maps. 3. Four classes under mistress, aided by her sister. This school has hitherto failed to obtain pupil-teachers. 4. Fair; too much talking; a good many little children. 5. Monitorial, under girls of the first class, two of whom are now candidates for the apprenticeship. 5. She is just about to leave, and to be succeeded by a trained teacher from Westminster. 6. This school is held in the upper room of the same building with the boys; like it, inconvenient in the position of the privies, and without any exercise ground. The progress of the school does not seem equal to that of the boys; the return states that the proceeds of their needlework this year have been 10s.

1. Parallel desks at the end and in the centre of the room, in four rows. 2. A good supply of books. 3. Seven classes under master and four pupil-teachers (at the end of their second year), with other monitors from the first class. 4. Only tolerable; too much noise in class, and want of order in standing and movement. 5. Monitorial, under pupil-teachers and other monitors, two of whom have been examined as candidates for the apprenticeship. 6. The master has a certificate of merit of the second class. He has been here only six weeks, and found the school in a poor state of discipline and moderate progress. 7. At present the standard of instruction in this school is low, below average in arithmetic, history, geography, and grammar. The same may be said also of the girls' school. This unsatisfactory state is owing in a great measure to the unavoidable change of teachers and to other unforeseen circumstances. There is, however, no place in the district where the clergyman takes a greater part in the actual instruction, or exercises a more intelligent and fatherly superintendence over the teachers and children than here. There is now a prospect of better things. The room is badly adapted for sound, and though much improved in ventilation since my last visit, is still defective in this respect. The books used in some of the classes are above the children's comprehension or power of reading.

1. Desks against the wall; loose benches. 2. A good supply. 3. Eight classes under certificated mistress and four pupil-teachers (three of the second, and one of the first year). 5. Monitorial, under pupil-teachers, and monitors (paid) from the first class. 6. She has been here only six weeks; has a certificate of merit of the first class. 7. This school has fallen away much during the last year under the late mistress, who seems to have cheated the pupil-teachers of their allotted instruction. It is now in a low state, but as a clever mistress has lately come to it, it is likely soon to be raised again. The long illness of the clergyman (Rev. H. Parish) has been an additional hindrance to progress.

11. Wakefield, Trinity;
Boys . . .

7 Dec.

79

85

59

90

12. " Girls' . . .

"

57

65

13. Sheffield, St. Mary's;
Boys . . .

18 Dec.

62

131

190

14. " Girls' . . .

19 Dec.

108

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspec- tion.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
15. Sheffield, St. Philip's, Boys' . . .	1849. 19 Dec.	75	127	141	115	1. Desks against the wall; loose benches; clock, &c. 2. Great want of secular reading-books and of more black boards. 3. Eight classes under master and two pupil-teachers (both at the end of the second year), who keep their classes only for a week at a time. 4. Fair, considering the circumstances of the place; a little too much talking. 5. Monitorial, under pupil-teachers and monitors taken to the first class; the classes are seated on benches all across the school. 6. The master made the new room of the same building with the girls'. The only reading-book in a popular class is the Bible. They have only learned grammar lately. This is a bad week for the inspection of the lower classes. 7. The progress here is only moderate, not is there that appearance of improvement which may be expected in a school where pupil-teachers are apprenticed. The clergyman (Rev. J. Lintsey) seems to despair of any great improvement in consequence of the circumstances of the district and the character of the population.
16. " Girls' . . .	"	98	29	60	115	1. Desks against the wall; loose benches; teacher's desk; clock, &c. 2. A very poor supply. 3. Eight classes under mistress and three pupil-teachers (one of the first, one of the second, and one of the third year), and other monitors taken from the first class. 4. Monitorial, under pupil-teachers and unpaid monitors; a good deal of simultaneous learning. 5. She has been here only three months; has not been regularly trained; seems earnest in her work. 6. There has been a change of teachers in this school during the year, which has hindered its progress. It is at present in a low state as to instruction, not nearly at the standard of a school of its importance. There is much want of secular reading-books, more black-boards and maps.
17. Doncaster, Girls' and Infants' .	20 Dec.	223	122	150	255	1. Desks against the wall; loose benches. Gallery in the end room for infants. 2. A tolerable supply of books, not enough in reading for the lower classes; poor supply of black-boards. 3. Seven classes in the school, with large class of infants in adjoining room, under mistress, assistant, and four pupil-teachers (one of the first, one of the second, and one of the third year). 4. Very fair for a large school, other monitors, some of whom have been examined as candidates to-day. 5. Poor; much talking, inattention, restlessness, and want of order. 6. Monitorial, under pupil-teachers and other monitors. 7. She has been here three years, and is, I think, an amiable young woman, but not of high attainments in her progress of doing her best in the school. The general state is unsatisfactory; neither in discipline nor progress, but make at all a favourable report. There must be a change of teachers, and, in some points of arrangement, before much improvement can be expected.
18. " Boys' . . .	21 Dec.	196	104	135	216	1. Desks in parallel rows, of two at one end of the room, and of three at the other; master's desk, &c. 2. Want of reading-books for the middle classes, third, fourth, and fifth, and of some more black-boards. 3. Seven classes under certificated master and five pupil-teachers, with other monitors. Some of the classes are very large (with 40 children in them), and seated in squares, so that the teacher cannot possibly overlook all the scholars. 4. Very fair for a large school in an inconvenient room. Children not punctual. 5. Monitorial, under pupil-teachers (two of the second, and three of the first year), who keep their classes for the whole year, without a change of teachers. 6. The master has been here 14 years, is a highly respectable man, and of good natural parts, but with little knowledge of modern

19. Leeds, St. Philip's; Boys...	1850 16 Jan.	97	94	105	95	<p>methods. 7. This is the parish church school of a town in the agricultural district, the labour of which absorbs the older children during the summer months. The arrangement of the classes is not good; the ventilation is entirely dependent on the windows; the privies are inefficient in their use, and a good deal exposed to the weather. The boys in the first class are very unequal in their attainments, but the general progress of the boys is fair. Their knowledge of History of England and grammar is below average, and many boys in the first class (probably from irregularity of attendance, are very ignorant. The Committee of Management is intelligent, and some of its members very active.</p> <p>1. Loose desks in parallel rows looking into the room. 2. A tolerable supply of books and maps. 3. There are six classes under master and two pupil-teachers (at the end of their first year) with an unpaid monitor. 4. Very poor; little order or attention; much unpunctuality. 5. Monitorial, under pupil-teachers and a few unpaid monitors; the pupil-teachers keep their classes for the whole of a year. 6. He has been here one year and three months; is a poor disciplinarian, but has a good deal of intelligence and knowledge. 7. This school is situated in the centre of Leeds, in a populous district formed of late years out of St. George's parish; the rooms are spacious, and fairly ventilated, but insufficiently warmed. The children in general are very young, and are said to stay only a short time in the school. Neither the progress nor state of discipline is satisfactory at present. The pupil-teachers seem to have little knowledge of the art of teaching.</p> <p>1. Loose desks in parallel rows; mistress's table, loose benches, &c. 2. A very fair supply. 3. Five classes, the lowest of which is of infants, in a small gallery, under trained mistress, with certificate, and two pupil-teachers at the end of their first year. 4. Fair considering the circumstances of the children and parish. 5. Monitorial, under pupil-teachers (two of the first year) and other monitors who are now candidates for the apprenticeship. 6. Spots has been here three years, is painstaking and intelligent. 7. This school is in a room adjoining to the boys', and connected with it by folding doors, equally ill warmed. The succession of girls in it seems to be unusually rapid, and most of the children are very young. A small gallery of infant children in the corner of the room is a great nuisance. The progress of the girls is fair on the whole. The mistress deserves more encouragement than she has hitherto received from the managers of the school, as her labour is great, and position, in many respects, difficult.</p> <p>1. Desks against the wall, and one double desk down the centre of the room; master's desk, loose benches. 2. The supply has been poor. A grant has just been received. Some black-boards are needed. 3. Eight classes of boys and girls, mixed, under master and four pupil-teachers with monitors, one of whom is now a candidate for the apprenticeship. 4. Very good, especially considering the circumstances and population of the district. 5. Monitorial, under pupil-teachers and other monitors. The pupil-teachers keep their classes only for a day at a time, which seems a bad arrangement. 6. He has been here five years; is an intelligent teacher, and good disciplinarian. This is a mixed school, in a fit part of the manufacturing district; the day was inconvenient for inspection, as the inhabitants were keeping Old Christmas. About one-third of the children work in mills. The room is inconvenient in size and ventilation. A new school is about to be erected. The master deserves much praise for his work here, and is worthy of better and more convenient rooms. This school is in a satisfactory state, arising equally from the careful superintendence of the clergyman (Rev. J. Maxfield) and from the intelligent and earnest work of the master.</p> <p>1. Double desk down the centre of the room, loose benches, master's desk. 2. There are no secular reading books used at present in the upper classes. 3. Six classes of boys and girls, mixed, under master without regular assistance. 4. Only poor. 5. Monitorial, under master and unpaid monitors, who are now candidates for the apprenticeship. 6. The master has been here 18 years; is a respectable man, but not a good disciplinarian. 7. This is a boys' school in the manufacturing and mining district, in which, for the last year, the girls have been taught with the boys in the absence of a mistress. The children have not yet collected after the Christmas vacation, so that it is hardly possible to judge of its state to-day; when the 30 are present. The room is built to accommodate 370; is airy and convenient. As far as can be judged under the circumstances, this school is not in a satisfactory state, either of discipline or progress. The clergyman (Rev. S. Nevill) is very anxious for its improvement. The candidates lately proposed are not qualified to act as pupil-teachers.</p>
20. " " Girls'...	"	98	132	192	100	
21. Marsden, Mixed...	17 Jan.	94	49	76	150	
22. Batysford, Mixed...	17 Jan.	30	36	42	87	

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
23. Holbeck, St. Matthew's; Boys' . . .	1850 18 Jan.	53	36	120	84	1. Desks against the wall; loose benches; master's desk; clock, &c. 2. A moderate supply of books; very deficient of slates and black-boards. 3. Four classes under (at present) two pupil-teachers, the elder of whom has been keeping the school since Christmas, as there is no master. The pupil-teachers are in their fourth and second years respectively. 4. Fair, especially considering the circumstances in which the school is placed. 5. Monitorial, under pupil-teachers and other unpaid monitors. 6. The late master (who left at Christmas) does not appear to have been equal to his situation, or to have discharged his duties fairly. The school is in a very low state, though it ought to be an important one. It is in a populous suburb of Leeds, with accommodation for more than 500 children. There are at present only 84 in ordinary attendance, including all the workers in mills. There have been three pupil-teachers, one of whom has stayed away without cause, and is therefore dismissed from the apprenticeship. I am inclined to think that the master has not given the requisite instruction to his pupils either in quantity or quality. 7. Desks against the wall; loose benches; gallery, &c. 2. A fair supply of books; poor of slates and black-boards. 3. Two large classes, one of girls and the other of infants, both of which are subdivided, but not for all lessons. 4. Tolerable; too many infants; punctuality not enough regarded. 5. Mixed. Monitorial, under one pupil-teacher and other monitors. 6. She has been here three years, and has a certificate of merit. She is anxious for the success of her school. 7. This school has been much affected of late by the introduction of a good many infants. The attendance to-day was very small—only 16 at prayers, partly in consequence of the snow-storm, and partly owing to the late vacation. The progress here is only moderate. Both in the boys' room and the girls there seems a want of material and a general languor of tone.
24. „ „ Girls' . . .	„ „	48	68	130	75	1. Parallel desks (in three rows) in different groups; benches fixed; master's desk. 2. A fair supply of books and maps; a want of black-boards. 3. There are eight classes under master and one pupil-teacher (of the first year) and other unpaid monitors. 4. Fair, master respects the child as well as the school. 5. Monitorial, under pupil-teacher and other unpaid monitors. 6. The pupil-teacher kept his class for nearly the whole of the year. 7. The master has been here two years, and is just about to leave to take a situation as merchant's clerk. 7. This is a very important school in the outskirts of Sheffield, belonging to a very populous district. The children here but just come together after the Christmas holidays, at which time many of the upper boys left to take situations. It is only of late that many of the higher subjects (geography, grammar, &c.) have been taught in the school, and proper reading books incumbent. The state of instruction is very low here at present—much below the usual standard of town schools. The incumbent of the district (Rev. E. G. Kelly) seems earnest in his desire to improve the education of the many poor in this locality. 1. Desks against the wall; loose benches; mistress's table. 2. A very fair supply of books; a want of black-boards. 3. Eight classes under mistress; children clean and neat. 5. Monitorial, under pupil-teachers and other unpaid monitors from the first class, some of whom are now candidates for the apprenticeship. 6. Very pleasing; order and arrangements good; children clean and neat. 5. Monitorial, under pupil-teachers and other unpaid monitors from the first class, some of whom are now candidates for the apprenticeship. 6. She is wife of the master of the boys' school; has been here about ten years, and is now about to leave in consequence of her husband having accepted another situation. 7. This school is held in a room over the boys', and is on the whole in a more satisfactory state. The cause of the difference between the number in ordinary attendance and the number present seems to be the late vacation, since which time, owing to the severe weather, the children have hardly assembled.
25. Sheffield Park, St. John's; Boys' . . .	22 Jan.	134	219	241	200	1. Parallel desks (in three rows) in different groups; benches fixed; master's desk. 2. A fair supply of books and maps; a want of black-boards. 3. There are eight classes under master and one pupil-teacher (of the first year) and other unpaid monitors. 4. Fair, master respects the child as well as the school. 5. Monitorial, under pupil-teacher and other unpaid monitors. 6. The pupil-teacher kept his class for nearly the whole of the year. 7. The master has been here two years, and is just about to leave to take a situation as merchant's clerk. 7. This is a very important school in the outskirts of Sheffield, belonging to a very populous district. The children here but just come together after the Christmas holidays, at which time many of the upper boys left to take situations. It is only of late that many of the higher subjects (geography, grammar, &c.) have been taught in the school, and proper reading books incumbent. The state of instruction is very low here at present—much below the usual standard of town schools. The incumbent of the district (Rev. E. G. Kelly) seems earnest in his desire to improve the education of the many poor in this locality. 1. Desks against the wall; loose benches; mistress's table. 2. A very fair supply of books; a want of black-boards. 3. Eight classes under mistress; children clean and neat. 5. Monitorial, under pupil-teachers and other unpaid monitors from the first class, some of whom are now candidates for the apprenticeship. 6. Very pleasing; order and arrangements good; children clean and neat. 5. Monitorial, under pupil-teachers and other unpaid monitors from the first class, some of whom are now candidates for the apprenticeship. 6. She is wife of the master of the boys' school; has been here about ten years, and is now about to leave in consequence of her husband having accepted another situation. 7. This school is held in a room over the boys', and is on the whole in a more satisfactory state. The cause of the difference between the number in ordinary attendance and the number present seems to be the late vacation, since which time, owing to the severe weather, the children have hardly assembled.
26. „ „ Girls' . . .	„ „	119	130	158	184	1. Desks against the wall; loose benches; master's desk. 2. A fair supply of books; very deficient of slates and black-boards. 3. Four classes under (at present) two pupil-teachers, the elder of whom has been keeping the school since Christmas, as there is no master. The pupil-teachers are in their fourth and second years respectively. 4. Fair, especially considering the circumstances in which the school is placed. 5. Monitorial, under pupil-teachers and other unpaid monitors. 6. The late master (who left at Christmas) does not appear to have been equal to his situation, or to have discharged his duties fairly. The school is in a very low state, though it ought to be an important one. It is in a populous suburb of Leeds, with accommodation for more than 500 children. There are at present only 84 in ordinary attendance, including all the workers in mills. There have been three pupil-teachers, one of whom has stayed away without cause, and is therefore dismissed from the apprenticeship. I am inclined to think that the master has not given the requisite instruction to his pupils either in quantity or quality. 7. Desks against the wall; loose benches; gallery, &c. 2. A fair supply of books; poor of slates and black-boards. 3. Two large classes, one of girls and the other of infants, both of which are subdivided, but not for all lessons. 4. Tolerable; too many infants; punctuality not enough regarded. 5. Mixed. Monitorial, under one pupil-teacher and other monitors. 6. She has been here three years, and has a certificate of merit. She is anxious for the success of her school. 7. This school has been much affected of late by the introduction of a good many infants. The attendance to-day was very small—only 16 at prayers, partly in consequence of the snow-storm, and partly owing to the late vacation. The progress here is only moderate. Both in the boys' room and the girls there seems a want of material and a general languor of tone.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—*continued*.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
33. Newark, Girls' . . .	1850 30 Jan.	39	8	12	30	1. Desk against the wall; loose benches; mistress's table 3 clock, &c. 2. A fair supply of books; one black-board, and one board ruled for music. 3. Four classes under trained mistresses without regular assistance; she has a certificate of merit. 4. Good; the children clean and neat, cheerful, and generally attentive. 5. Monitorial; six girls of the first class are employed as monitors, for which they receive 1s. 2d. per week. 6. She has been here two years and a quarter, is a painstaking teacher, rather nervous, but earnest in her work. 7. This is a small school, supported by Mrs. Wilmot, and situated in the grounds of Newark Hall; the children come from various quarters of an agricultural district, the labourers' children paying 2d. per week, and those of farmers (of whom there were but two present) paying 4d. There are three schools in this parish, one of boys, one of girls, and one of infants, in which above one-fourth of the population are taught. Altogether education is progressing here.
34. Leeds, St. James'; Boys' . . .	1 Feb.	102	70	50	120	1. Desk against wall; loose benches; master's desk. 2. A good supply of reading-books, which are, however, put into the lads' hands too soon. 3. Six classes under master, with five pupil-teachers; the upper class generally in classroom seated at single desks. 4. Good in almost all respects; the children rather too much crowded in two of the classes. 5. Monitorial, under pupil-teachers (one in the third, and four in the second year), who keep their classes for six weeks at a time. 6. He has been here four years, has a certificate of merit, is a painstaking man, and successful. 7. An important school in the centre of the town of Leeds, held in upper-room of building (formerly a mill), not sufficiently lofty, and badly adapted for sound. I have had little time to examine this school to-day, and have confined myself to two or three subjects. There is a girls' school in a room below, from which no application has been made for apprentices. There is no room for more apprentices in the boys' school. The clergyman (Rev. E. Jackson), who is indefatigable in his intelligent care of the school, has been ill for some time, and the progress of the boys has probably been affected by his absence.
35. Leeds, St. Saviour's;	1 Feb.	87	130	207	97	1. Desks single, looking into the room; loose benches; teacher's desk. 2. A sufficient supply of reading-books. 3. Four classes under master and three pupil-teachers (of the second year); the classes are arranged in squares for reading, &c., seated at desks against the wall. 4. Good; much regularity in movement and in class-attention and order. 5. Monitorial, under pupil-teachers, who have kept their respective classes for six months. 6. He has been here one year, has a certificate of merit, is a careful teacher, about half the children in regular attendance work in mills. The most populous and poorest districts of Leeds. About half the children in regular attendance work in mills. The progress of the boys is fair, more striking in linguistic than other subjects. I observe that 20 minutes is allowed for recreation during school hours both in morning and afternoon. All saints' days are half holidays. The certificates of good conduct of pupil-teachers are refused by the managers, the clergyman (Rev. T. Munster) stating that their conduct has been so gross that he cannot sign them. I am told by the parents of the children that they have been subject to unusually strict discipline, and to confession at stated times. (Nov., 1850, I find one of these boys still retained in the school as a monitor.)

36. Barnsley, St. George's, Girls & Infants'.	5 Feb.	204	77	176	248	<p>1. Desks against the wall; loose benches; mistress's desk and table. 2. A good supply of reading-books, maps, clocks, &c. 3. Seven classes of girls (besides those in the infants'-room) under mistress, with assistant for infants, and four pupil-teachers. 4. Generally good; children clean and neat and attentive; a little too much talking. 5. Monitorial, under pupil-teachers, who keep their classes for one month at a time, and some monitors paid by the managers of the school. 6. She has been here only four months. 7. A girls' school in the outskirts of Barnsley, of which the infants'-room has lately been placed under the same supervision, so that the number of pupil-teachers is counted for the two united. The children are very clean and well-conditioned for the manufacturing district. Much pains is taken with them by the clergyman (Rev. R. E. Roberts) and his wife. A boys' National school is in the same district, but in a separate building. The progress of the children is fair; the knowledge of geography confined to few. This is on the whole a very favourable specimen of a girls' school in the manufacturing district, and reflects much credit on its managers.</p>
37. Barnsley (National), Boys...	6 Feb.	118	60	80	135	<p>1. Double desk down the centre of the room, and single desks against the wall. 2. A fair supply of books and maps; only one black-board without ease. 3. Seven classes under master and two pupil-teachers (one of the second and one of the first year), and other monitors, two of whom are now candidates for the apprenticeship. 4. Fair; children generally quiet, tolerably attentive. 5. Monitorial; the pupil-teachers have kept their classes for four months. The master has been here nearly six years, is a painstaking and intelligent teacher, with a good deal of energy in his work. 7. This is the old parish school, erected and supported by endowment, which is 45s. per annum. There should be more pupil-teachers in it, and more and better apparatus, especially black-boards and easels; the floor is of stone, and inclined plane; the room is spacious and airy; the boys are not sufficiently instructed in the History of England, and are deficient in writing from dictation. In other points their progress is creditable.</p>
38. Barnsley, St. John's; Girls...	6 Feb.	32	23	56	67	<p>1. Desks against the wall, and looking into the room; loose benches, with books, and without them; mistress's desk, table, &c. 2. A fair supply of both. 3. Five classes under trained mistress, with one pupil-teacher, who has kept her class for the whole year during which she has been apprenticed. The children are seated on benches with backs. 4. Good; children orderly, clean, and neat. 5. Monitorial, under pupil-teacher at the end of her first year, and other monitors not paid. 6. She has been here one year, is a sensible and intelligent teacher, and a very fair disciplinarian. 7. This is a girls' school, with a few boys mixed, in the outskirts of Barnsley, in a new district, where the parents do not set much value on education. The clergyman (Rev. E. Maxwell) and his wife take much pains with the children, and visit the school daily. The weather was so stormy to-day as to interfere very much with the attendance of the children. Their progress is respectable.</p>
39. " Infants'...	"	37	38	51	56	<p>1. Gallery, mistress's table, &c. 2. Sufficient supply for infants. 3. The children are chiefly instructed on the gallery, and broken up, when not on it, into five classes, which do not seem very clearly defined. 4. Very fair; children in good order, generally neat and clean. 5. Monitorial; as far as usual in infant school; under one pupil-teacher of the first year, who has kept her class for the whole year. 6. She has been here nearly three years, is a careful and generally intelligent teacher, and gives a gallery lesson with much spirit. This school is held in a room below the girls; very few children present to-day in consequence of the violence of the storm. It is situated in a very exposed situation, on the brow of a steep hill, and is in a satisfactory state on the whole.</p>
40. Huddersfield, Longroyd-bridge, Boys...	7 Feb.	84	83	91	94	<p>1. Desks against the wall; loose benches; master's desk; clock, &c. 2. A fair supply of books, maps, black-boards, and easels. 3. Six classes, under certificated master, with two pupil-teachers and other irregular monitors. 4. Improved since last year, but still imperfect from the talkativeness of the children. 5. Monitorial, under two pupil-teachers (one of the first year), and other monitors. The pupil-teachers keep their classes for three weeks at a time. 6. The master has been here four years; has good attainments, and is both diligent and humble in his work; one of only two masters in my district who have certificates of the first class. 7. This is a school in a suburb of Huddersfield, erected and supported by Messrs. Sharkey. About one-fourth of the children work in mills—the children seem to stay only a short time in the school. The progress of the children is only moderate, hindered, I believe, in a great measure by the want of stricter discipline.</p>

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—*continued*.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
41. Huddersfield, Longroyd-bridge, Girls' . . .	1850 8 Feb.	50	105	90	63	<p>1. Desks against the wall; loose benches; teacher's desk; clock, &c. 2. A fair supply of books, black-boards, and easels. 3. Five classes under mistress and one pupil-teacher at the end of her first year. 4. Fair; children generally clean and neat, orderly, and tolerably attentive. 5. Monitorial, under one pupil-teacher, and other monitors, two of whom are now candidates for the apprenticeship, but neither the numbers nor the state of the school will allow of more pupil-teachers. 6. The mistress has been here four years, and has been unwell and less active of late. 7. This school is held in the opposite wing of the same building with the boys. It has fallen of much in numbers since last year; the mistress thinks this owing chiefly to her illness, the high rate of fees, and the non-allowance of fancy-work in the school, and the ill-feeling arising from the distribution of annual prizes. On this latter account, she says that many parents have taken their children away. The present state of the school is not satisfactory, and she says that girls is only very moderate. On the whole, considering the liberality and kind feeling displayed by the Master, Sturkey in the erection and maintenance of these handsome schools, cannot think that their workpeople have shown themselves grateful for the benefit offered to their children, nor the poor of the district in general sensible of their great advantages.</p>
42. Almondbury (Cen- tral); Boys' . . .	8 Feb.	71	50	57	87	<p>1. Desks against the wall; loose benches; master's desk; clock, &c. 2. A good supply of books; maps and other apparatus rather deficient. 3. Six classes under master and three pupil-teachers (of the second year), with other monitors. 4. Very fair; boys quiet and orderly, generally clean, neat, and attentive. 5. Monitorial; under pupil-teachers, and other unpaid monitors. 6. The mistress has been here six months at a time. 6. The master has been here about three years and a half; has a fair degree of merit; is an intelligent teacher, and very earnest in his work. 7. This is a village school in the manufacturing and mining districts, where the boys are of more advanced age than usual in such schools; intelligently instructed in the usual subjects, and making satisfactory progress. No further steps have been taken towards a formation of the field gardens, which were proposed some time since. More slaves and black-boards wanted for the boys; the vicar (Rev. Mr. Jones) is very earnest in the cause of education.</p>
43. " Girls' . . .	"	47	11	52	70	<p>1. Desks against the wall; loose benches; desks; clock, &c. 2. Tolerable supply of books; hardly sufficient for reading in lower classes; and maps. 3. Five classes (only four of which are present to-day), under mistress and monitors (not regular). 4. Good; children very clean and neat, orderly and attentive. 5. Monitorial; under unpaid monitors to whom the mistress has given gratuitous instruction at extra hours. 6. She has been here nine months, and has done much good in that time; is now going as an exhibitioner to York. 7. This school is held in a room above the boys, and is much improved in all respects since my last visit, though still at only a low standard of attainments. The mistress deserves much credit for her work in it. The upper class of girls will be taught in a class-room by the master till the appointment of a new mistress.</p>
44. Harbury, Boys' . . .	12 Feb.	91	43	87	96	<p>1. Desks against the wall; loose benches. 2. A moderate supply of reading-books for the upper classes. 3. Six classes (the lowest of which is in an adjoining room) under master, and one pupil-teacher of the first year. 4. Very good; children clean and neat, quiet and orderly. 5. Monitorial; under one pupil-teacher and other irregular monitors, unpaid; the pupil-teacher has kept his class for a month at a time. 6. He has been here rather more than three years</p>

and a-half; is quiet in his work but intelligent; has a certificate of merit of the second class. 7. A village-school in the manufacturing district; the number of children attending has increased much since last year, though to-day (Shrove Tuesday) being a holiday, many were absent. It is difficult to speak too highly of the earnest attention paid by the incumbent (Rev. J. Sharp), and his co-workers, to the children in their schools, which has made them models of cheerful discipline; the benefits of such training cannot be overestimated. 8. A village-school, desks against the wall. 2. A fair supply; a few more black-birds would be useful. 3. Six classes (the lowest of which is in an adjoining room) under mistress and one pupil-teacher. 4. Generally good; the children clean and neat, and for the most part attentive to their work. 5. Monitorial; under mistress, with certificate of merit, and one pupil-teacher of the first year; there are some other able monitors. 6. The mistress has been four years and a-half; is earnest and intelligent in her work. 7. This school is held at one end of the boys' room; there are divisions between the two departments. Another pupil-teacher would be very useful, as the lower class is taught in the boys' room which serves for an infant school. A few children are admitted into the school by paying a higher fee for the children of the (very) poor. There are no schools in this district more credibly furnished or more comfortable in their general arrangements than these.

1. Some loose desks, in parallel rows of three, some against the wall; loose benches; clock, &c. 2. A fair supply of books, black-boards, and maps, &c. 3. Four classes under master, trained for a short time at York, with two pupil-teachers. 4. Very fair on the whole; the younger children better rested. 5. Montanari, under two pupil-teachers. 6. Very fair, with other last used as monitors. 6. The master has been here two years and three quarters, is a painstaking and highly respectable man, and a fair questioner. 7. This is a school in a populous village (of the mining and manufacturing district, where about half of the boys are workers in mills, and the others very anxious for their success. There is a girls' school in the room above, but no pupil-teachers are appointed in it, the masters not wishing to have the charge of them; the progress of the boys is moderate. I did not fully examine the girls' school.

Desks against the wall; loose benches; master's desk; clock, &c. Apparatus. 3. Five classes of boys and girls mixed, under master and two pupil-teachers (one of the first and one of the second year), and other irregular monitors. 4. Presty mistress and two boys' teachers, and inattentive. 5. Monitorial, who have kept their classes for six months past. 6. The master has been here four years; is a steady, diligent man, of good conduct, and fair skill as a teacher. The school of boys and girls, in a village of the manufacturing district, from which, I am told, the greater part of the pupils are drawn, is not so well attended as at a lower standard of instruction than usual. About one-third of the number in ordinary attendance work in the mill; the clergyman (Rev. T. Potts), attends much to the school.

1. Loose desks in three rows, parallel; loose benches. 2. A good supply of reading-books and maps. 3. Six classes, under master and three pupil-teachers, with other irregular monitors as needed. 4. Suitable; there is too much talking and lack of order in class. 5. Monitorial, under pupil-teacher of the second year (one of the first year), who have been kept in school one year since last fall; has alone charge of the class. 6. The master has been two years since laid off. There are no assistants. 7. No certificate of merit; is an intelligent, capable man. 8. This is a manufacturing district, which has about half of the children in mills. They all have been removed during the last year to full work. As to other schools' nearer their places of labor. The various reading-books are too high for the classes which make use of them. More knowledge of the Catechism is desirable. The clergyman (Rev. W. Atkinson) exercises a kind and constant influence over these schools. The general progress of the boys is fair, but the circumstances of the place are unfavorable for the spread of church education.

1. Loose desks, in four parallel rows; loose benches; teacher's desk, &c. 2. A fair supply of books, maps, and other apparatus. 3. Four classes under trained mistress with certificate. 4. Very fair; children generally clean and neat, attentive and orderly. 5. Monitorial, under unpaid monitors of the first class. 6. The mistress has been here rather more than one year; is a pleasing teacher, and earnest in her work. 7. This school is held in the room above the mill. It is cheerful, well ventilated, and fairly warmed. Above half the children are workers in mills, and have been till lately in a state of great ignorance. Their progress is creditable to the teacher.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.		
50. Bradford, Manchester-road; Boys.	1850. 20 Feb.	219	.	.	321		1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
51. " Girls.	"	117	.	.	150		This school has already been mentioned in this Report (December 6). The state of discipline is better than at my last visit, and the general progress of the boys creditable; their reading is still indifferent. No improvement has yet been made in the wall of one of the class-rooms, which I pointed out as in a disgraceful state; the rooms are generally inconvenient, and unworthy of so important a school. It seems to be popular in the neighbourhood, even, it is said, with the Churchmen, as the instruction in it is intelligently given. 1. Parallel desks in three rows, in groups, with curtains separating some of the classes. 2. A fair supply of books, maps, and black-boards; no admission clock. 3. Six classes, under a trained mistress with certificate, and three pupils, teachers, who have kept their classes for six months. 4. Very fair, especially when considering the circumstances and character of the population. 5. Monitorial, under mistress and three pupil-teachers (6, 7, and 8 years of age) and one under mistress (of the first year). 6. The mistress has been here one year, has taken pains, and been generally successful, in securing a useful and successful teacher for the apprenticeship, over that of the boys, a corner of it being enclosed by a wooden partition for a class-room. There is a decided improvement in it since last year. The infants' class is rather a hindrance to the progress and discipline of the school; the greater part of the children in usual attendance work in mills. About half the number usually in attendance are under eight years of age; the progress is fair; but the knowledge of Scripture History and Catechism is below the average. It seems that, from the two schools, there is a surplus of 200, arising from the children's pence during the last year. 1. Desks against the wall; loose benches; teacher's desk; clock, &c. 2. A very fair supply of books and maps. 3. Five classes, under a trained master, with one pupil-teacher of the first year, and other monitors. 4. Fair, under the circumstances, which are very unfavourable for it. 5. Monitorial, under one pupil-teacher and other unpaid monitors. 6. He has been here one year and a-half; has a certificate of merit; takes pains with his school, and is intelligent in his work. 7. This is a school attached to the parish church, and situate in the centre of the town of Bradford. The greater part of the boys in attendance work in mills, and new children are constantly entering into and passing away from it, so that it is very difficult to keep it to the usual standard of progress or discipline. The room is badly adapted for sound; the privacy very inconveniently situated. There is no play-ground, nor enclosed yard. The children seem to stay a very short time in these schools.
52. Bradford, Stott-hill; Boys.	30 Feb.	97	255	300	155		
53. " Girls.	"	85	271	340	153		

54. Earls Heston, Mixed . . .	22 Feb.	87	28	55	96	<p>the children in ordinary attendance are workers in mills, many of them very clean and neat; others of other mills rather the reverse. The progress of the children is fair, considering the circumstances. The children pass through this school very rapidly, and seem to stay as short a time at the mill; only one girl (among 36 mill girls) has worked at the same mill for a year.</p> <p>1. Desks against the wall; loose benches; master's desk. 2. A fair supply of reading-books; poor of slates; fair of maps. 3. Five classes under master, and one pupil-teacher (of the first year) with other monitors. The pupil-teacher has kept his class for three months at a time. 4. Very fair; much improved since my last visit. 5. Monitorial, with one pupil-teacher and other monitors, one of whom is now a candidate for apprenticeship. 6. The master has been here two years and three-quarters; has a certificate of merit; seems earnest and painstaking in his work; and has been successful in it. 7. A mixed school of boys and girls in a village of the manufacturing district. It has hitherto been badly supplied with books, and the new supply has only just been received. The parents of many of the children are Dissenters; and the Catechism in consequence has been insufficiently taught. There is great want of some more Bibles. The progress of the children is very fair in most of the subjects professed. Their greatest deficiency seems to be in religious knowledge. Some repairs are needed in the doors of the out-buildings.</p>
55. Stanley, St. Peter's, Boys & Girls' . . .	22 Feb.	86	120	383	106	<p>1. Desks, which face into the room, in one row with benches fixed; others loose; master's table; clock. A fair supply of books and maps, blackboards and easels, some lower reading-books needed. 3. Four classes of boys and girls, who receive instruction at times together, and at times separately under master, sewing mistress (paid by him), and two pupil-teachers (boys). 4. Very fair on the whole; children generally quiet and fairly attentive. 5. Monitorial, with two pupil-teachers and other monitors (unpaid). 6. The master has been here one year and a quarter; is a painstaking man, and a fair disciplinarian. He has a certificate of merit. 7. This is a mixed school in the coal-mining district, where education has been, till of late, much neglected. The standard of attainment is still low. Reading-books fit for the lower classes are wanted. I only examined the boys, as the girls were all busy at needle-work; some working fussy worsted-work. Many of the children here are much older than is usual in such schools. Their progress is only moderate; they are generally deficient in geography, grammar, and catechism. When the school opened (two years since) I am told that no child could write tolerably, nor work a sum in simple multiplication. The clergyman (Rev. T. S. Hill) is very energetic in his efforts to improve the education of the children of the poor.</p> <p>About 75 children in average attendance at this infant-school, which I did not visit for regular inspection, but at the desire of some of the managers. The children were in the gallery. They are allowed, I think, to question each other in too vague a manner. Their singing is sweet and subdued. The time allowed for recreation appears too long. Much sickness at present amongst the children; 28 absent at one time from hooping-cough. It strikes me that there is a great want of infant schools in Leeds.</p>
56. Leeds (Model), Infants . . .	26 Feb.	75				<p>1. Desks against the wall; loose benches; clock, &c. 2. A very fair supply of reading-books; black-boards, &c. 3. There are four classes of boys under the master, with two pupil-teachers of the second year; and other monitors. The master gives the intellectual instruction to the higher class of the girls. 4. Very fair; children quiet and orderly, generally punctual and attentive. 5. Monitorial, under pupil-teachers and other monitors. 6. He has been here three years; is a very painstaking man and an intelligent teacher, and has a certificate of merit. 7. This is a school in the manufacturing district, in which rather more than half of the usual attendants are workers in mills. The progress of the lads is creditable in most of the subjects professed, but they seem to be little acquainted with the Church Catechism. The clergyman of the district never enters the school, but it is superintended, as far as possible, by the Rector of Kighley (Rev. W. Busfield) in whose parish it is situate.</p>
57. Oakworth, Boys' . . .	27 Feb.	68			94	<p>1. Desks against the wall; loose benches; table, &c. 2. A fair supply of books, &c. 3. Five classes under mistress, some pupil-teachers, and generally attentive. 5. Monitorial, under mistress, and one pupil-teacher (of the second year) with quiet orderly and generally attentive. 6. She has been here a teacher five years; was educated by the master, and began to teach at the age of 13½ years. 7. This school is held in the same room with the boys', separated from them by a wooden partition. The upper class and two lowest receive a part of their instruction from the master. Nearly half of the girls in ordinary attendance are workers in mills, and are generally neat and clean.</p>
58. „ „ Girls' . . .	„ „	56			54	

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
59. Keighley, Boys'.	1850. 27 Feb.	134	120	160	190	1. Desks which let down, attached to benches which form the sides of classes; clock, &c. 2. A very fair supply of reading-books and black-boards. 3. Seven classes, under master and two pupil-teachers, (of the second year) with other boys as monitors. They are far too much crowded. 4. Only tolerable; much talking and unrest in class; irregularity in movement. 5. Monitorial under pupil-teachers and other unpaid monitors, one of whom is now a candidate for the apprenticeship. 6. The master has been here six years and a half; is a very diligent teacher; conscientious in his work; and has a certificate of merit. 7. This is an important school in a town of the manufacturing district, where there are great difficulties to contend against, viz., the frequent change of the children; the sudden influx of large quantities of very ignorant boys; the prejudices of the parent; the inconvenient arrangements and insufficient accommodation in the room, which should, I think, be enlarged. The progress of the boys is moderate, as might be expected under such circumstances. Their knowledge of geography, grammar, history, and arithmetic is below average. The school is carefully superintended by the rector (Rev. W. Busfield) who is most earnest in his desire to improve the condition of the labouring classes.
60. " Girls'.	"	101	80	120	140	1. Desks against the wall; benches with backs. 2. A fair supply of books and apparatus. 3. Two classes under trained mistress with two pupil-teachers (of the first year). 4. Poor; much noise; talking, idleness, and laughing. 5. Monitorial under pupil-teachers (who hold their classes for six months) and other unpaid monitors. 6. She has only been here seven weeks; has a certificate of merit; is intelligent and gentle. 7. This school is held in the same room with the boys', and separated from it only by a low wooden partition; the noise on either side is very disturbing. At present the children are in a very low state, both as to progress and discipline; the greater part of them are workers in mills.
61. Cowling, Mixed.	28 Feb.	34	24	23	41	1. Desks against the wall; loose benches; master's table. 2. A fair supply of reading-books and maps; one black-board, &c. 3. Four classes of boys and girls, under master with one pupil-teacher (of the second year). 4. Fair, considering the circumstances of the place and people. 5. Monitorial under master and one pupil-teacher, with irregular monitors from the first class. 6. The master has been here rather more than three years; is an intelligent man, and has a certificate of merit. 7. This is a mixed school, in a very out-of-the-way part of the border between Lancashire and Yorkshire, where the people are said to be in a semi-barbarous state; and no encouragement is given to sound education. The parents are very ignorant and prejudiced. Many children are employed from a very early age in "winding bobbins," some from five years of age! Their progress in school is only moderate.
62. Ingham, Boys'.	23 Feb.	69	.	.	97	1. Desks against the wall; loose benches; master's desk; clock, &c. 2. A fair supply of books and maps, with two black-boards. 3. Four classes under master, and three pupil-teachers (two of the second and one of the first year). 4. Very fair; children quiet and in good order; generally attentive. 5. Monitorial, under three pupil-teachers, who keep their classes generally for a month. 6. The master has been here nearly five years; is a careful and intelligent teacher, and seems to be earnest in his work. His writing is excellent. 7. This school is situated in the outskirts of a manufacturing town (Krieger), and has about half its scholars workers in mills. The knowledge of the Church Catechism is not such as is desirable in a school of its importance. The reading is much better than usual. On the whole the progress is creditable, and there is much improvement in the last two years. The incumbent (Rev. W. G. Mayne) takes a kind and intelligent interest in the work of education.

1. Desks against the wall; loose benches; mistress's table, &c. 2. A fair supply of all. 3. Four or five classes under mistress and one pupil-teacher (of the first year). 4. Very fair; children quiet and in good order; generally attentive. 5. Monitorial, under one pupil-teacher, and other unpaid monitors. 6. She has only been here five weeks; is an intelligent teacher, and questions the children accurately; rather nervous. 7. This school is held in the same room with the boys; separated from them by a solid wooden partition. Like the boys their knowledge of catechism is not satisfactory. The girls in this district are very deficient in arithmetic. On the whole, the progress in this school is fair. The rooms are allowed to be too hot.

1. Desks against the wall; master's desk; clock, &c. 2. A fair supply of books and maps; another black-board or two desirable. 3. Seven classes (the seventh entirely of day-boys, who, in attainments, rank next to the second), under master and two pupil-teachers, with monitors, &c. Too much crowded, especially in the second class. 4. Very fair. 5. Monitorial, under master, with certificate, and two pupil-teachers of the second year with other monitors, two of whom are candidates for the apprenticeship. 6. He has been here only six months; is a conscientious man; and a very fair teacher. 7. This is a school attached to large silk-works belonging to the Messrs. Brooks; about half of the boys in it being workers in their mills. The room is rather too small for the number of children, collected as on this day when all the mill-children are present. There has been a change of masters during the last year. Improvement of discipline is perceptible and somewhat of progress, though the knowledge of arithmetic is below average, and the catechism not thoroughly known. It is said that the wages obtained here by children working in the mills is so good that they prefer such work to apprenticeship as pupil-teachers. The Messrs. Brooks, and their families, unite with the clergyman (Rev. D. Meredith) in earnest care of the schools and kind provision for the improvement of the children.

1. Desks against the wall; loose benches; mistress's table, &c. 2. A fair supply of books; tolerable of slates and maps, and black-boards. 3. Six classes (four being in a class-room) under mistress and two pupil-teachers. 4. Very fair. Girls too much crowded in the class-room for want of space in the school. 5. Monitorial, under mistress and two pupil-teachers (of the second year) with other monitors, one of whom is now a candidate for the apprenticeship. 6. She has been here nearly nine months, and seems to be doing her work cheerfully and with good success. 7. The upper girls are in the same room with the boys; separated from them by a green base curtain. This arrangement is very inconvenient; the remaining classes are in class-rooms to which there is access only through the school. About half the children work in the silk-works of the Messrs. Brooks. Additions might easily be made to this school, and they are much needed. The progress of the girls is fair. Reading not so good as it should be.

1. Parallel desks in three rows on one side of the school; fixed benches; and others, with backs, loose; clock, &c. 2. A fair supply of books, maps, and black-boards. 3. Five classes under master and two pupil-teachers with other monitors. 4. Very fair; children generally quiet and orderly, and for the most part attentive. 5. Monitorial, under master and two pupil-teachers (of the first year), with other monitors, now candidates for the apprenticeship. 6. The master has been here only six months. He seems to be active in his work; questions fairly; and is a fair disciplinarian. 7. This is a school in the centre of Bradford, in which nearly half the boys are workers in mills. The internal arrangements of the school have been altered since last year; parallel desks placed in it; and a grant of obtained, to the use of which the children are hardly yet accustomed. The premises are about to be enclosed, and some new offices made. The progress of the school is fair. Their reading, as is not unusual in this district, is very moderate; their knowledge of catechism and Scripture history unsatisfactory. The clergyman (Rev. J. Sherwood) is very desirous of the improvement of his schools, of which there seems at present fair prospect. 2. A fair supply of books and maps; insufficient of slates. 3. Five classes under trained masters, without assistants, except from unpaid monitors, two of whom are now candidates for the apprenticeship; and seem very fully qualified for it. 4. Very fair; there are too many young children in the lowest class. 5. Monitorial, under unpaid monitors (of the first class) who have received private instruction from the mistress. 6. She has been here only eight months. It is her first school, and she has not been accustomed to the rough manners of the Northern manufacturing population. 7. This school is held in the same room with the boys, separated from them by a wooden partition. More than half the children work in mills, and come to the school in a state of great ignorance. The room has been much improved since my last visit by parallel desks, wall taken down, &c. The progress of the girls is fair under difficult circumstances.

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Girls' . . .

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
68. Bradford, Low Moor, Infants'.	1850. Mar.	198	30	190		This is a large infants' school adjoining to the extensive iron-works of the Low Moor Company. The building has been greatly enlarged and improved since last year, and a teacher's house erected by aid of grant from the Committee of Council. There is much want of discipline and of more intelligent instruction in the school. The mistress is a sensible motherly woman, who is very careful in her way, and kind to the children, but stands in need of an intelligent assistant. Many of the children are 9 and 10 years of age, and ought to be sent on to the juvenile school, but their parents choose that they should remain here. Some secular reading books are much needed; cards, card-stands, hall-frame, black boards, &c. There is little progress here at present, though the numbers of children in attendance show that the school is popular. The arrangement of classes, methods, &c., all very faulty.
69. Bradford, Walker's Factory.	6 Mar.	217	406	438	440	1. Desks against the walls; loose benches; teacher's desk; clock, &c. 2. A fair supply of books; some reading-books wanted for the lower classes; sufficient quantity of maps. 3. Six classes of girls (the greater part of which say their lessons together) under master and three pupil-teachers (at the end of their first year); aided by the mistress, who teaches some classes of girls. 4. Very fair, considering the circumstances and character of the children. 5. A room for two, and a half, for the lower classes, and this is an intelligent and interesting monitor. 6. Heavily supplied with books, and this is an intelligent and interesting monitor. 7. The girls, though in the mills of Messrs. Walker, attending the school alternate mornings and afternoons. The girls, though in the upper classes, taught chiefly with the boys, are far below them in attainments. There should be a class-room and some additional teachers in this school, as the children are constantly changing their place of work and school. The boys are making respectable progress, whilst the girls seem to be both ignorant and dull. This is a very good example, in many points, of a mill-school where the employers of labour (Messrs. Walker) are intelligently alive to the wants of their work-people, and desirous, by all right means, to improve their condition.
70. Cleekeaton, Mixed.	6 Mar.	112	108	122	115	1. Desks against the wall; loose benches; master's desk, &c. 2. A fair supply of books, maps, card-stands, and other apparatus. 3. Eight classes of boys and girls mixed, under trained master with certificate, and one pupil-teacher; the first class is in a class-room. 4. Very fair; children clean and neat, quiet, and generally attentive. 5. Monitorial, under master with one pupil-teacher of the first year, and other monitors not paid; there is also an assistant master, an intelligent young man. 6. The master has been here little more than two months; seems to be an earnest and well-informed man. 7. A mixed school in a large village of the manufacturing and mining district, in which only a few of the children work in mills. The rooms are lofty, and from the roof not being under-drawn, are cold in winter. The upper class pays by the quarter, 1s., the others 3d., 4d., and 6d. per week; the latter charge for girls who both write and sew. The 1st class is making satisfactory progress; there is a considerable gap between it and the 2nd, and there seems to be rather a danger, from the higher payment of the upper class, that the children in it should be treated as

71. Bradford, Low Moor; Boys' . . .	7 Mar.	103	27	21	110	<p>private pupils. Great credit is due to the incumbent (Rev. J. Senton) for his constant and intelligent endeavours to improve the education of the labouring classes.</p> <p>1. Desks against the wall; loose benches; master's desk. 2. A very fair supply. 3. Six classes under master and two pupil-teachers (of the second year), with other monitors. 4. Very fair; boys rather too much crowded in most of the classes. 5. Monitorial, under pupil-teachers and monitors, three of whom are candidates for the apprenticeship. The pupil-teachers have kept their classes for the whole year. 6. He has been here 11 years, is a very fair teacher, and highly respectable man, never seems to be tired of his work, and is always cheerful in it. 7. A school supported by the Low Moor Iron Company, and built by them on the waste land, but not enclosed. It would be much improved by the addition of a teacher's house and a class-room. All the children, with a very few exceptions, are of parents employed in the Low Moor Company's works, and pay only 1d. per week. Their progress is very fair. They seem to be intelligently taught. The school is carefully superintended by the incumbent (Rev. J. Fawcett) and is an object of much interest to the resident members of the Low Moor Iron Company (Mr. Charles Hardy and Mr. Lamplugh Wickham) and their families.</p> <p>The girls are in five classes, under master's wife, in good order, and making very fair progress; three have been examined as candidates, and two seem to be very fairly qualified. Two pupil-teachers should be allowed to this school.</p> <p>1. Desks against the wall; fixed benches; two teachers' desks; clock. 2. Fair supply of books and maps; only one black-board. 3. Seven classes under master, without regular assistance. 4. Very fair; children quiet, orderly, and generally attentive. 5. Monitorial, under master and unpaid monitors, three of whom are no candidates for the apprenticeship. 6. He has been here two years, and a half, is a careful and painstaking man, and has a certificate of merit. He seems much interested in his work. 7. This is a boys' school, with a few girls mixed, in a town of the manufacturing district of West Yorkshire. No pupil-teachers have yet been apprenticed here, though some were examined a year ago. There are a few children (nine) who work in the mills. The fees are 2d., 4d., and 6d., and for a few, 1d. per week; in the latter case they are taught the elements of Latin. There should be one or two more black-boards procured, and instruction given in history of England. The general progress is creditable, with the exception of arithmetic, which is taught only to a few, and not by them intelligently received. Two pupil-teachers should be allowed. The vicar (Rev. W. M. Head) is much interested in the work of education, and is anxious for its improvement in his own parish.</p> <p>1. Six sets of solid parallel desks in four rows, with fixed benches, and some loose benches on the floor. 2. A good supply of books, maps, and apparatus. 3. Six classes of boys and girls mixed, under trained master and his wife, with two pupil-teachers (of the first year) and some unpaid monitors. 4. Good; children clean and neat, quiet, orderly, and cheerfully attentive. 5. Monitorial, under master and pupil-teacher, with the master's wife as assistant, and boys of the first class as additional monitors. 6. He has been here two years. I was very diligent in his work, a very fair disciplinarian, and has much improved the school since he has been in it. 7. A village school, with a large endowment, in which boys and girls are instructed together. There is much improvement in this school in the last two years. It is well supplied with all material by the Committee of the charity, some of whom (Rev. H. Partington, Messrs. Carr, Birks, &c.) take much interest in its progress, and attend the examination every year. I regret much that the Trustees have refused to make any further payments to the singing-master, as the children had made good progress in vocal music, the effects of which in ameliorating their discipline and humanizing their behaviour are very obvious.</p> <p>I visited these schools for the purpose of general inspection. Cantley is a village in the agricultural district. There is a very neat building for the school, with residences for master and mistress, and a good playground. The amount of instruction is not great, nor is it in all subjects intelligently given. There is much want of stricter discipline; the children talk a great deal; the parents are said to be very indifferent to the punctuality and regularity of their attendance; during a considerable part of the year the older children are taken away for agricultural labour. The vicar (Rev. G. Clark) is much and intelligently occupied in elementary education, and anxious to improve its condition in his parish.</p>
72. " Girls' . . .	"	81	.	.	.	
73. Birstal, Mixed. . . .	7 Mar.	80	24	50	80	
74. Brampton Bierlow, Boys' & Girls' .	8 Mar.	137	46	58	146	
75. Cantley, Boys' . . .	11 Mar.	35	12	17	45	
" Girls' . . .	"	37	4	9	34	

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance.	
76. Cononley, Mixed.	1850. 12 Mar.	48	36	27	45	1. Desks against the wall; loose benches; clock, &c. 2. A fair supply of reading-books and maps. 3. Four classes (the first in two divisions), under master and one pupil-teacher. The boys and girls mixed. 4. Very fair, especially considering the circumstances and condition of the place. 5. Monitorial, under master and one pupil-teacher (of the first year). 6. The master has been here 13 months, is an active man, and intelligent in his work. 7. A mixed school in a manufacturing village, where the people have been in a state of great ignorance till lately. There are now no children from the mills here, as an objection was made to their learning the catechism. The parents also object to their children taking books home with them in the evening; they say, "it is such a lazy plan." The progress of the children is creditable; they seem to be intelligently taught. Great efforts have been made by the vicar of the parish (Rev. J. T. C. Fawcett) to improve the education of the people. Their circumstances are much against the attempt, being in general of unintelligent manufacture graded on ignorant and poverty-stricken agriculture.
77. Gargrave, Boys'	13 Mar.	36	.	.	.	1. Desks against the wall; loose benches. 2. A fair supply. 3. Four classes, under master with certificate of merit, but having no assistance in the school. 4. Fair. 5. Chiefly individual. 6. He has only been here two months. 7. The school seems to have been much neglected by the law-master. The children are making tolerable progress. 1
78. " Girls'	"	45	33	48	50	1. Desks against the wall; loose benches; mistress's table; clock, &c. 2. A fair supply of books, maps, and black-boards. 3. Five classes, under mistress (with certificate of merit) and one pupil-teacher of the first year. 4. Very fair; children quiet, orderly, and generally attentive. 5. Monitorial, under mistress and one pupil-teacher, with other irregular monitors of the first class. 6. She has been here now nearly one year and a quarter; is an intelligent teacher, and a painstaking in her work. 7. This is a school in a village of the agricultural district where there are a few mills, and a part of the population employed in them. The people are in general ignorant. The buildings of the new school are handsome and substantial. There are separate rooms for boys, girls, and infants. Only three of the girls are workers in mills.
79. " Infants'	"	52	.	.	.	In the infants' room 52 children are present, under a young woman, who needs some assistance, as she has no help in her school, with (sometimes) 70 infants in attendance. The Rev. C. Marsden has taken much pains, both in improving the school buildings and elevating the character of education in this district, by introducing two certificated teachers, and actively superintending the schools.
80. Settle, Boys'	14 Mar.	64	32	44	70	1. Desks against the wall; loose benches with backs; master's desk. 2. Tolerable supply of reading-books; fair of maps; no black-boards; one frame slate. 3. Seven classes, under untrained master and three pupil-teachers (of the second year). 4. Fair; children quiet and orderly, but not very attentive. 5. Monitorial, under master, pupil-teachers, and other irregular monitors. 6. The master has been here six years; is a steady and painstaking man, of highly respectable character. 7. This is a school in a small town of the partially manufacturing district in which there are a few "short timers." The number of children in it have decreased since last year, in consequence of the opening of some new schools in the place. The room is very inconvenient in accommodation and situation. The progress of the

81. Settle, Girls' . . .	43	31	10	47	<p>boys in general creditable, though they are rather deficient in the knowledge of Scripture history and catechism. The incumbent (Rev. W. F. Pierson), and other managers of the school, are active in their duties, but there are considerable (local) difficulties to be overcome before great improvement can be expected.</p> <p>1. Desks against the wall; loose benches; long table; mistress's table. 2. A tolerable supply of reading-books and maps. 3. Four classes, under mistress and one pupil-teacher (of the first year), with other monitors unpaid. 4. Very fair; children clean and neat, quiet, and tolerably attentive. 5. Monitorial. 6. She has been here 10 years, and is about to leave. 7. This is a separate school from the boys in another part of the town, held in a hired building, ventilated only from the windows. Some black-boards are wanted. The progress of the girls is only moderate, but there is prospect of much improvement under the new mistress, who has a certificate of merit. There is an infants' school in another part of the town. All the schools have been much affected this year by sickness of the children—both cholera and typhus fever.</p>	
82. Grassington, Girls' . . .	15 Mar.	103	9	25	193	<p>1. Desks against the wall; loose benches; mistress's desk; clock, &c. 2. A fair supply of books. 3. Five classes, under mistress and three pupil-teachers (of the first year). 4. Fair; the children talk a good deal and are restless in class, especially the little ones. 5. Monitorial, under pupil-teachers and other unpaid monitors taken from the upper classes; the pupil-teachers have kept their classes for the whole of the year. 6. She has been here two years, is an active woman, but not intelligent in her work. 7. This is a school (chiefly for girls) in a mining village of the west part of West Yorkshire. The discipline is in some degree hindered by the number of small children in an infants' class, who are noisy and restless, requiring constant attention. A class-room should be built at the end of this present school-room. The children are making rapid progress, though it has been hindered in some degree by the prevalence of typhus fever during the last year. At one time, I am told, the school was reduced from 120 to 20 children. The drainage of the village was very defective, but has been improved. Settle and this place are striking instances of the want of sanitary regulations in localities which ought to be very healthy.</p>
83. Burley (Otley), Mixed . . .	18 Mar.	85	.	.	57	<p>1. Desks against the wall; loose benches. 2. An insufficient supply of reading-books; fair of maps, black-boards, &c. 3. Four classes of boys and girls; mixed on lesson, separate when seated; under master and two pupil-teachers, with sewing mistress. 4. Fair for the circumstances of the place and school during the last year. 5. Monitorial. The pupil-teachers have kept their classes for the whole year. 6. The present master has been here only two years, is an intelligent young man, but has not yet had much experience in the management of a school. 7. This is a mixed school in a village where there are some mills, in which about half of the children in attendance are employed. There has been a change of teachers during the last year, and other circumstances, which have been a hindrance to the progress of the children, which is at present only moderate. The reading is not good, and the knowledge of grammar very limited. Most of the children have been only a short time in the school. The girls are at a much lower standard of intelligence and attainment than the boys.</p>
84. Walton, Mixed. . .	20 Mar.	74	24	44	76	<p>1. Single desks placed with back to the wall; loose benches; master's desk, table, &c. 2. A good supply in general (a few more second books are needed); good of appearance. 3. Four classes of boys and girls mixed under trained mistress with certificate, with no paid assistant beyond a sewing mistress (one of the girls) in the afternoon. 4. Good. 5. Monitorial, under unpaid children of children very clean and neat, quiet, but cheerful and generally attentive. 6. Monitorial, under unpaid children of the first and second classes. 6. He has been here nearly three years, is a careful and intelligent teacher. 7. A mixed school in a purely agricultural district, supported entirely by Mr. and Mrs. York, of Wighill Park, and held in a building erected by the owner of the property, Mr. G. Lane Fox, but not converted for educational purposes. It is very neat and substantial, enclosed in a good and dry play ground. The progress of the children is very creditable. Their manners and behaviour pleasing. This is an instance of the good that may be done in a not very favourable locality for education, by the intelligent supervision and unwearied kindness of a lady. Our great land-owners hardly know their power in this respect.</p>
85. Wighill Park . . .	20 Mar.	35	.	.	.	<p>This is a small girls' school, about 30 in average attendance, under a dame in a cottage room, which is inconvenient for the purpose of education, and badly ventilated. The children are hardly classed, and I did not examine them fully. About half of them read Holy Scripture well, and answer questions in it intelligently. This school is supported and constantly visited by Mrs. York, of Wighill Park.</p>

Annual Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

Name of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.	
86. Leeds, St. Peter's; Boys' . . .	1850. 21 Mar.	213	54	160	216	1. Two parallel desks at the end of the room; loose benches. 2. A fair supply of reading-books in quality but insufficient in quantity. 3. Eleven classes (the lowest of which is subdivided) under master with certificate, three pupil-teachers (of the second class), and other monitors. 4. Fair: improved since the present master came, but too many young children. 5. Monitorial; under pupil-teachers and other lads of the upper classes, four of whom are now candidates for the apprenticeship. 6. He has been here only two months, is a very ingenious and intelligent man, and seems devoted to his work. 7. New buildings seem absolutely necessary here for the right progress of the school, and infants-room indispensable. The present room is inconvenient in all respects, except their nearness to the church. The fees are very low, only 1d. for those who read and 2d. for those who write. There are only 60 children at present in the latter class. The attainments of the children are not beyond the average of the district. The school seems to have been both incompetent and negligent. Of 213 present, 125 were under 8 years of age. Altogether, though there is a prospect of improvement, this school is in a very unsatisfactory state and quite unworthy of the parish of Leeds.
87. " " Girls' . . .	" "	114	"	"	150	1. Desks against the wall; loose benches; mistress's desk, &c. 2. Only tolerable supply. 3. Six classes (the two lowest of which are of very young children) under mistress and irregular monitors. 4. Some what improved since the coming of the present mistress. 5. Monitorial; under monitors of the first class, not paid nor apprenticed. 6. She has only been here two months, seems energetic and anxious to raise the position of the school. 7. This is a very important school, chiefly of young children of the lowest population of Leeds. It is in a very poor state as to attainments at present, is said to have been neglected by the late mistress, and suffers a great inconvenience from the shape and circumstances of the room, and the number of children who ought to be removed into an infant school. The standard of instruction is at present very low. In the second class the girls cannot read the Testament with any readiness, and in the first class can only work sums in simple addition. More books are needed, both in quantity and quality. Great improvement must take place before this will rank even as a second-rate school.
88. Leeds, Hunslet; Boys' . . .	22 Mar.	34	"	"	34	1. Desks against the wall; loose benches. 2. A very poor supply. 3. Four classes, some of them very small; under master and two pupil-teachers (one of the first and one of the second year). 4. Very fair; children generally quiet and attentive. 5. Monitorial, under pupil-teachers, and, when necessary, other unpaid monitors of the first class. 6. He has been here only five weeks, was educated at the Leeds grammar school, is a very fair disciplinarian. 7. This school has fallen to a very low state as to its numbers and state of instruction; the prevalence of cholera for a long time, the extreme coldness of the rooms, and the frequent change of teachers, are among the causes of its present condition. The trustees of the school do not seem to have been judicious in their arrangements, nor zealous in their work; the incumbent of the parish (Rev. J. Clark) has ceased to act as a manager or to take any part in the school. There is absolute need of more efficient warming apparatus and of a better supply of books.
89. " " Girls' . . .	" "	18	"	"	20	1. Desks against the wall; loose benches. 2. A poor supply. 3. Three classes under a (so called) mistress, and one pupil-teacher of the first year. 4. Fair; the children are so low that it is difficult to speak on this point. 5. Monitorial under a pupil-teacher and other unpaid monitors. 6. She has been here only two months, and very young; she has fallen just been taken from school to fill up a place which nobody else thinks worth their acceptance. 7. This school has fallen

90. Leeds, Hunslet; Infants' . . .	21				very low in all respects, chiefly from the same causes as the boys'—cholera; insufficient warming apparatus; change of teachers, and want of sufficient qualifications in them; want of energy and industry on the part of the managers. There are 21 infants present under a young woman who has no more than 24 pence a week from each child. A miserable pittance for a teacher. The present number is the largest attended since the outbreak of cholera. It is said to say that 642l. of the public money has been given in aid of the erection of these schools, which have accommodation for 750 children, whilst to-day there are only 73 present in the three rooms. The population of the district is 16,000, so that there is no reason why, under earnest and vigorous management, these schools should not be filled to overflowing.
91. Wortley, Boys' & Girls' . . .	25 Mar.	49		75	1. Desks against the wall; loose benches with backs. 2. A fair supply of books and maps; one black-board. 3. Four classes under master, trained for a short time at York, with one pupil-teacher (of the second year). 4. Tolerable; children tolerably quiet, and moderately attentive. 5. Monitorial; under pupil-teacher and other unpaid monitors. 6. He has not been here yet two months; seems desirous of improving the school, which is in a very low state. 7. A village school in a manufacturing suburb of Leeds, where much opposition has been made to Church education. The late master seems to have left the school in a very low state of instruction. The girls (in three classes) are taught on one side of the same room, under a young woman, who has been brought (though a pupil-teacher) from another school. There is no pupil-teacher on the girls' side. The knowledge of the children is very small in geography, grammar, English history, and arithmetic. Most of the children are very young. I did not fully examine the girls, but their progress appears to be only moderate. The changes both of the clergy and teachers have been prejudicial to the work of education here, which is at present in a very low state.
92. Armitage Bridge, Mixed . . .	26 Mar.	130	80	150	1. Desks against the wall; loose benches; bases of desks; table; teachers' seats; clock, &c. 2. A tolerable supply of books and black-boards; sufficient of maps. 3. Five classes of boys and girls mixed, under master (trained for a short time) and three irregular monitors (two boys and one girl) with a sewing mistress (the master's wife) in the afternoon. 4. Very fair, considering the circumstances and character of the population of the place. 5. Monitorial, under monitors, who are paid a small sum for their services by the master. 6. He has been here two years, seems a steady, respectable man, and a very fair disciplinarian. 7. A village school in the manufacturing district (very near Huddersfield) of boys and girls (about one-third of whom work in mills). The building is neat and substantial; the private property of Messrs. Brook. Some reading-books are used for the upper classes. Two pupil-teachers should be allowed to this school. 1. The children are making good progress, rather better than in arithmetic, grammar, and English history. This school is another instance of liberal provision made by large mill-owners for the education of their workpeople. The clergyman (Rev. H. Windsor) seems anxious to do his part, and to improve the quality of the instruction given here. Two candidates have been examined, both are very fairly qualified.
93. Dringlouses, St. Edward, Mixed . . .	22 Apr.	47	19	16	1. Parallel desks in two rows in one corner of the room. 2. A fair supply of apparatus; three black-boards; poor supply of reading-books. 3. Four classes of boys and girls mixed, under trained master, without assistant. 4. Very fair, considering the circumstances of the school-room. 5. Monitorial, under monitor taken from the first class. 6. He has been here 15 months, has a certificate of merit; is a painstaking teacher, and very popular both with the parents and children. 7. A mixed school in the immediate neighbourhood of York, which has been open rather more than a year, and is held in an inconvenient room, which is the private property of Mrs. Leigh, who has built a church in the village, and is going to build a school. The population of the place is only between 300 and 400, and 50 children are in ordinary attendance at the school. Easy reading-books are wanted. The progress of the children is respectable for the time. Grammar is not yet taught, nor is much done in geography or history. There is however prospect of much good arising from the noble liberality of Mrs. Leigh to the inhabitants of this parish.
94. Northallerton, Boys' . . .	23 Apr.	92	34	42	1. Parallel desks in three rows in one corner of the room. 2. A fair supply of books, maps, and black-boards. 3. Five classes, under trained master and three apprentices. 4. Fair; some improvement visible since last year, but too much talking in class. 5. Monitorial, under pupil-teachers (two of the second and one of the first year). 6. He has only been there three weeks and has not before had the sole charge of a school. He has a certificate of merit; seems that and cheerful in his work. 7. A boys' school in a small agricultural town. In it, as well as in the girls' monitorial school, has been in the last month a change of teachers, so that the present state of either depends little on the influence of the mistress. During a good part of the year several of the children are taken away for agricultural labour on the farms of the mistress. The new incumbent (Rev. W. Mercer) has been interviewed in their progress.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
95. Northallerton, — Girls	1850. 23 Apr.	73	0	4	70	1. Two short double desks in the centre of the room. 2. A fair supply of books; there are no maps appropriated to this school; two black-boards. 3. Six classes under trained mistress, and one pupil-teacher of the first year. 5. Monitors, under pupil-teachers and unpaid monitors of the first and second class. 6. She has only been here a fortnight, and has never had charge of a school before, but came straight from the training-school; is pleasing in manner, and seems intelligent in her duties; has a certificate of merit. 7. Girls sit on the same floor with the boys; several of the girls are wanted and maps for the special use of this room. The progress of the girls is fair; they have come up to the standard of other like schools. 8. The infants (80 present) are under the supervision of 90 little ones, and receives only 10 ¹ / ₂ per annum; without room or other advantages. She seems to manage them very well.
96. Infants	7	80	.	.	.	This school has already been mentioned in my Report (Dec. 5th). I need only say that every visit confirms my opinion that it is one of the best, if not the best, village school in my district, where the clergyman, his family, and the teachers devote themselves with steady energy and great intelligence to the work of sound Church education.
97. Croft, Boys	24 Apr.	55	10	8	54	1. Parallel desks in four rows in one corner of the room; loose benches. 2. A fair supply of reading books; two black-boards, and easels, &c. 3. Five classes, under trained master with certificate, and three pupil-teachers. 4. Fair considering the crowded state and general inconvenience of the room. 5. Monitorial, under pupil-teachers of the second and one of the first year. The pupil-teachers have kept their classes for three weeks of the year. 6. He has been here four years; is a very active man, intelligent, and conversant as a teacher. 7. The room is very inconvenient and insufficient in size for the number of scholars attending; are making respectable progress in most of their lessons. The progress is much hindered by the provincial dialect. 8. The school is a very desirable one. The progress of the scholars is much improved by the provincial dialect. The clergyman (Rev. J. W. Minton) is very desirous of improvement in education, and is assisted by an intelligent committee.
99. Girls	25 Apr.	115	48	54	120	1. Parallel desks in one end of the room; loose benches; table, &c. 2. A fair supply of books and apparatus. 3. Seven classes under mistress and partly paid monitors. 4. Fair; a good deal of inattention, and some talking; many visitors present. 5. Monitorial; under monitors not regularly appointed, but paid by the managers out of the school funds; one 5 ¹ / ₂ per annum, the others 1 ¹ / ₂ amongst three of them. 6. She has been here four years, was trained for a short time at York, but was not in early life intended for a schoolmistress, and is nervous under inspection. The girls are making respectable progress on the whole, like the boys, most deficient in Scriptural knowledge and catechism. I should say that the instruction is too much by rote, and too much simultaneous answering allowed. The Ladies' Committee is very active and earnest in its work.
100. Barnard Castle, Girls	25 Apr.	101	.	.	.	1. Desks against wall. 2. Fair. 3. Six classes under mistress, without any assistance; in a fair state of discipline, but a low standard of instruction; only two classes regularly reading words of more than one syllable; no lessons in geo-

English history; no secular reading-books. The room is in a separate building, from that of the library, and is a very pleasant one. It is improved since my last visit, but is still very musty and unpleasant.

graph
boys,

[illegible]

1. Parallel de-

owns, on one side of the room; three teachers' desks, *Sc.* 3. Sufficient supply. 3. Seven classes of 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, under master with certificate, and two apprentices, with a young woman for the two lower classes. 4. Very fair; children clean and neat, generally quiet and attentive. 5. Monitorial, under the charge of the third and one of the second year, who have kept their classes for varying times. 6. He is a pain-taking, intelligent, and methodical teacher. 7. A mixed school, which has made three years' much pains having been taken by the clergyman (*Rev. J. C. Wharton*), both in things, and provision for improving the quality of instruction. It is now a good specimen of a very happy prospect of further improvement in it.

48	90	1. Old desks
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1. The school is badly situated, the boys' room flagging; the west wall is very damp and inconvenient, and two pupil-teachers. 2. Great want of reading-books for the scholars, and loose benches, inconvenient and rickety. 3. A kind, motherly woman, of moderate experience. 4. Fair; too much talking and too much writing. 5. Monitorial, under master, and two pupil-teachers (one of the first and one of the best) in the school. 6. A kind, motherly woman, of moderate experience. 7. The progress of the girls is only moderate. I think there is more intelligence than at last examination; their knowledge of geography is very small, and grammar is almost entirely by rote. One of the best features in the school is the monitorial system. The lower classes answer almost entirely by rote. That is paid to plain needle-work, in elementary education. 3. Five classes, under untrained mistress, without paid assistant. 2. Very fair in all respects. 3. A kind, motherly woman, of moderate experience. 4. Fair; too much talking and too much writing. 5. Monitorial, under master, and two pupil-teachers (one of the first and one of the best) in the school. 6. A kind, motherly woman, of moderate experience. 7. The progress of the girls is only moderate. I think there is more intelligence than at last examination; their knowledge of geography is very small, and grammar is almost entirely by rote. One of the best features in the school is the monitorial system. The lower classes answer almost entirely by rote. That is paid to plain needle-work, in elementary education.

14 62 1. Desks agains
under master.

1. loose benches; master's, &c. 2. A poor supply of books and apparatus. 3. Six classes of missives in the afternoon, and irregular monitors. 4. Fair, considering the circumstances, under unpaid monitors from the first class. 5. Monitorial, under unpaid monitors from the first class. 6. He has been here one year as teacher, and seems to be a fair disciplinarian. 7. This is a plain building--not enclosed by a wall, and the floor is of stone and damp at times; the floor is nearer to the church; there is much better light than in the other apparatus. The children are making far progress in some subjects, especially Scripture and other apparatus. There is, at present, no history of England taught, and but little geography. The introduction of more intelligent methods.

suitable building

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—*continued*.

NAME of School.	Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance		
106. Durham, (Blue Coat) Boys'	1850. 7 May	234	.	.	279	1. Six desks down the room and against the walls; master's desk; clock; &c. 2. Tolerable supply. 3. Thirteen classes under master (not trained), and unpaid monitors. 4. The lower classes are too large and the upper too small. 5. Fair considering the crowded state of some of the classes, and the inconvenience of the room. 6. His irregular monitors of the four upper classes. The students of the training-school practice their voices here. 7. He has been here (he says) 29 years, is one of the old style, whose forte is arithmetic, with little notion of training children; he is just about to leave. 8. This is the chief school in the city of Durham, and in a poor state of progress; it seems to have been much neglected. The classes are too many; the young children should be removed into a separate room. The ventilation of the room is very imperfect; the desks inconvenient; the classes badly organized; a complete revision is necessary. The attainments of the boys are only moderate, and my general impression is, that the instruction in most of the subjects is unintelligently given, and that there is little or nothing of real education here. Too much power has been given to the master. Fifty of the boys are, or ought to be, on the charity. 9. A tolerable supply. 3. Nine classes, under mistress with assistant, and unpaid monitors. 4. Moderate, a good deal of whispering and noise, looking about, and general inattention. 5. Monitorial, and unpaid monitors (the elder girls on the charity). 6. The mistresses have been here one year and a-half, and is to leave in November. Her attainments are not equal to her position as the chief girls' school in Durham; it is divided into too many classes, the lower of which are fitted only for an infant school. Forty of the girls are clothed from the funds of the charity, and are taught arithmetic, grammar, and history, and they are all very deficient in arithmetic; their writing also is moderate. Altogether the state of these schools is very unsatisfactory, and I rejoice that the Trustees have determined on a more vigorous management, and more efficient instruction.	
107. . . Girls' . . .	8 May	109	48	63	98	1. Single desks arranged in squares, with loose benches; master's desk; clock; &c. 2. A fair supply; some more cases would be useful. 3. Five classes, under trained master with certificate, and four pupil-teachers (two of the third and two of the second year). 4. Good; boys unusually clean and neat (for the district), quiet and attentive. 5. Monitorial, under pupil teachers, who keep their classes for a month at a time. 6. He has been here three years, and is earnestly devoted to his work, and very intelligent in it. 7. There has been an unusually rapid succession of boys in this school during the last year, 84 fresh entries having been made, with an average attendance of 98 children. The lads are taken away at 10 years of age, to work in the pits. The progress of the children is very creditable in most of the subjects professed, and with some improvement in the reading, which in this district is very bad. The building is the property of the rector (Horn and Rev. J. Grey), and has not been conveyed for educational purposes. The rector takes much and intelligent interest in his school. 2. A fair supply. 3. Four classes under trained mistress with certificate, and three pupil-teachers. 4. Good on the whole, some of the girls not very neat, but generally attentive. 5. Monitorial, under pupil-teachers (two of the third and one of the first year), who have kept their classes for the whole year. 6. She has been here only six months, seems to have good attainments, and to be anxious for the	
108. Houghton-le-Spring, Boys' . . .	8 May	89	81	97	98		
109. . . Girls' . . .	9 May	60	44	76	70		

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watking—continued.

Date of inspection.	No. of Children.				GENERAL OBSERVATIONS.
	Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.	
1850.	1836	51	75	170	
15 May					
15. Newcastle-on-T. St. Thomas,					1. Desks against the wall; horse benches; teacher's desk; clock, &c. 2. A very fair supply. 3. Seven classes, under master and four pupil-teachers. The lower classes too much crowded. 4. Good; children quiet and attentive, cheerful in work; clean and neat in dress. 5. Monitorial, under pupil-teachers (all four of the first year), who keep their classes for three months at a time. 6. He has been here 12 years, is a very painstaking teacher, intelligent and successful in his work. 7. This school is in a satisfactory state as to discipline and progress, but the room is insufficient in size for the numbers attending it. Some class-rooms should be added both to it and the girls' room above. The school hours, in the afternoon, like those of other schools in Newcastle, are only two hours and a half. The clergyman (Rev. R. Clayton), and other managers, seem to take a hearty interest in the success of the school, which is at present one of the best in the northern part of my district.
16. Seaton-Curew; Boys					1. Parallel desks in three rows added since last year, on my recommendation. 2. Very fair supply. 3. Five classes under master with certificate, and no assistance, except of irregular monitors. 4. Very fair; children generally cheerful and quiet, clean and neat. 5. Monitorial, under the boys on the first and second classes, who receive a halfpenny per day for their work. 6. He has been here six years; is a very diligent and engaged man, anxious for his own improvement and that of the children. 7. This is a very good specimen of a village school, both in discipline and progress; the clergyman of the parish (Rev. J. Lawson) and the master take much pains with it. Some of the older boys are employed in agricultural labour, and in summer by the visitors to the place who resort here for sea-bathing.
17. " Girls'					1. Parallel desks, which have been added since last year; horse benches with iron legs; teacher's desk; clock, &c. 2. A very fair supply. 3. Four classes under pupil-teachers, with one pupil-teacher of the second year, and other unpaid monitors. 4. Very fair; children under master, and other as regularly appointed. 5. She has been here one year and five months; seems earnest in her duties, and a very fair disciplinarian. 7. This school is held in the same room with the boys, divided from them by a low curtain. The girls seem to be intelligently instructed, and have a great advantage over the boys in pronunciation.
18. Stockton-on-Holy Trinity (Industrial)					1. Parallel desks in three rows at one end of the room, with horse benches; teacher's seat; clock, &c. 2. A fair supply. 3. Five classes (the two lower of which are of very young children) now trained mistresses with certificate, and one pupil-teacher of the first year, with other monitors, three whom I saw when I was there. 4. Very fair; a little too much talking, perhaps owing to the excitement of the examination. 5. Monitorial, under pupil-teacher and monitors, who are now candidates for the apprenticeship. 6. The school has been here four years; is a very intelligent and active teacher, much interested in her work. 7. It is a school that needs three months' notice been transferred to the new rooms in which it is now held, and which seem rather too small for the number of children in attendance. It was formerly called the School of Industry. This school has been mentioned (December 6th), but as it has now been removed into a new locality, it may be well to state its present circumstances. The progress of the children is very fair. The Ladies' Committee is active.
					1. Parallel desks in three rows on one side of the room, with horse benches; master's desk, &c. 2. No secular reading books, except History of England; tolerable supply of maps. 3. Five classes under trained master, without assistants.

120. Englishcliffe, Mixed . . .	21 May	80	31	52	64	<p>4. Tolerable; a good deal of unrest and talking; the school is badly contrived for sound. 5. Monitorial, under unpaid monitors of the first class. 6. He has been here three years; seems to be an intelligent man. 7. These schools are inconvenient in the size and arrangement of the room; there being only a curtain between the boys' and girls' department. There should be a pupil-teacher here; also some improvements in the ventilation, which is deficient. The progress of the boys is fair on the whole. There seems to be a want of supervision here on the part of the managers. The children are untidy, and the rooms filthy. There is a girls' school here under mistresses trained at Winclebury, which I had no time to examine, and an infant-school beyond, built chiefly by contributions from Mr. Ransbeck, and kept in repair by his widow, but in a very dirty state.</p> <p>1. Loose classes in six rows parallel to each other. 2. A fair supply of books and maps, black-boards and ensels. 3. Four classes under master and one pupil-teacher of the second year, with other boys employed as monitors (a pain). 4. Very fair; much improved in my recollection. 5. Monitorial, under one pupil-teacher and other unpaid monitors; the pupil-teacher has been accustomed to take the same class for the whole year. 6. He has been here about two years and a quarter; is intelligent as a teacher, active in his work, and a very fair disciplinarian. 7. A mixed school in an agricultural village near to a small town, from which it draws a good many scholars. The room is hardly large enough for the number of children in it, who are making respectable progress in most of the usual subjects. English history is not taught. The master (Rev. H. Maithly) is very anxious for the success of the school, and liberal in carrying out any improvement in the fabric or methods of instruction.</p>
121. Escomb, Boys' . . .	22 May	27	16	61	41	<p>1. Desks against the wall; loose benches; master's desk. 2. A fair supply. 3. The classes under trained master, without assistance at present. 4. Very fair; children generally quiet and attentive. 5. Monitorial, under unpaid monitors, one of whom is now candidate for the apprenticeship. 6. He has been here about seven months, and seems to be an industrious and sensible man, but provincial in dialect. 7. A school in a mining village of Durham, where the population is increasing. The attendance in both schools is much affected by the prevalence of measles. There is only one boy in the school of the age of 13 years. The greater part of the children are very young, their progress is only moderate, and they are deficient in arithmetic. The school has only been open one year, and under many unfavourable circumstances, I am inclined to think that the active interest of the clergyman (Rev. H. Atkinson) in it will shortly produce a good effect.</p> <p>1. Desks against the wall; loose benches; mistress's table. 2. A fair supply. 3. Three classes under mistress trained at York for a short time. She has no assisting in her school at present. 4. Very fair; children quiet and generally attentive, clean and neat. 5. Monitorial, under unpaid monitors, two of whom are now candidates for apprenticeship. 6. She has been here nearly a year, and opened the girls' school; seems interested in her duties. 7. This school is held in the same room with the boys, divided from them by a wooden partition. The girls are deficient in arithmetic, but in other respects their progress is fair.</p>
122. " Girls' . . .	"	34	10	69	44	<p>1. Parallel desks in two rows on each side of the room; master's desk. 2. A good supply of books. 3. Five classes under trained master with certificate, and two pupil-teachers at the end of the third year. 4. Very fair; boys generally quiet and attentive, clean and neat. 5. Monitorial, under pupil-teachers, who keep their classes for a month at a time. 6. He has been here five years and a half; is a very intelligent teacher; painstaking in his work, and of high character in his profession. 7. This school is not so large in numbers as it should be, but is making satisfactory progress, and (in the higher classes especially) is very intelligently instructed. There should be an infant-room attached to these schools, which would probably be the means of bringing many little ones to them. The tone of both the schools is very good. This is owing, in a great measure, to the steady and kind influence exercised over them by the rector of the parish (Hon. and Rev. F. R. Grey), his curates, and Lady Elizabeth Grey. I know of no place where the effects of intelligent care are more perceptible.</p>
123. Morpeth, St. James; Boys' . . .	23 May	80	45	55	79	<p>1. Desks against the wall; loose benches; mistress's desk. 2. Four classes under two pupil-teachers (at the end of their second year). 3. Very fair; children generally quiet; tolerably attentive. 5. Monitorial. 6. She has been here well for six months, during which time the school has been under the care of two pupil-teachers, who have laboured very hard in it, and deserve much credit. 7. This school has fallen away since last year, and is not in a satisfactory state, either of numbers or progress. This is chiefly owing to the failure in health of the mistress, and the neglect of the master. The master has given the pupil-teachers their instruction, and they have taught the children in the school, inefficiently.</p>
124. " Girls' . . .	"	60	50	39	53	<p>1. Desks against the wall; loose benches; mistress's desk. 2. Four classes under two pupil-teachers (at the end of their second year). 3. Very fair; children generally quiet; tolerably attentive. 5. Monitorial. 6. She has been here well for six months, during which time the school has been under the care of two pupil-teachers, who have laboured very hard in it, and deserve much credit. 7. This school has fallen away since last year, and is not in a satisfactory state, either of numbers or progress. This is chiefly owing to the failure in health of the mistress, and the neglect of the master. The master has given the pupil-teachers their instruction, and they have taught the children in the school, inefficiently.</p>

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

[illegible]

St. Mark's) paid 45*l.* and a boy-teacher, paid 10*l.* per annum. The whole number of children in attendance does not exceed 50. They are in three classes; are in a fair state of discipline, and making tolerable progress in some points, but deficient in religious knowledge, history, and geography; nor do they seem to be intelligently instructed in arithmetic, but have been rather too much pressed on to geometry and mensuration, of which they know only the elements. The education is gratuitous. The school has been established about 70 years. Its present state is not, on the whole, satisfactory. The master has been here above five years; the assistant only six weeks. The Duke of Northumberland was present during the whole of the examination. He appears to be very anxious for the right progress of the school. I was present suggesting to his Grace for its improvement, which have chiefly reference to a better arrangement of the school hours, a more thorough instruction in elementary subjects, and a more prominent place for religious teaching.

1. Desks against the wall; benches fixed in semicircles. 2. A fair supply of reading books. 3. Eight classes of boys and girls under master and four pupil-teachers; they remain seated whilst reading. 4. Very fair; especially considering the bad arrangement of semicircular benches. 5. Monitorial, under four pupil-teachers (three of the second and one of the first year), who keep their classes for a week at a time. 6. He has been here eight years; is a very painstaking man; an intelligent teacher, and with a fair knowledge of discipline. 7. The children supposed that there was to be a holiday this afternoon, as my visit was not expected, so that many were absent. Some improvement has been made in ventilation, but the means provided are yet insufficient for the room. Some of the children are hardly intelligent, from the dialect in which they speak, and I doubt whether they understand me when I ask them questions. Their progress in most subjects is very creditable. The school has suffered a great loss by the death of the late incumbent (Rev. W. Mackey), whose kindly and watchful care of it was most valuable, and had produced a striking effect both on the teachers and the children.

1. Desks against the wall; loose benches. 2. A great want of black-boards. 3. Boys with new girls in five classes, under master and one pupil-teacher of the second year. They sit down to read. 4. Very fair; decided improvement, since last year. 5. Monitorial, under pupil-teacher of the second year. 6. He has been here more than 11 years; is a man of high principle, very fair attainments, and considerable experience as a teacher. 7. A few girls are mixed with the boys in this school, which is an old endowment to which all the inhabitants of Northam township (not the whole parish) may send their children gratis. Some black-boards are much needed, as there are none in the school at present. The progress of the children is very creditable.

1. Desks against the wall; loose benches. 2. General reading-books wanted for the first class, and some black-boards, of which there are none. 3. Four classes of girls (with a few little boys under mistress and three pupil-teachers. 4. Very fair, considering the crowded state and inconvenient shape of the classes. 5. Monitorial, under three pupil-teachers of the second year, who keep their classes for a week at a time. 6. She has been here three years and three quarters; does not seem to be very ready in her work, nor observant as a disciplinarian. 7. The children are too much crowded in this room. The room needs additional ventilation. The girls are making very fair progress in religious knowledge and geography, and moderate, with a few exceptions, in other subjects. The rector (Dr. Gilly) and Mrs. Gilly, with the curate (Rev. C. J. Carr) exercise a constant and kindly superintendence over these schools, which has produced a good effect on the manners and conduct of the children.

1. Desks against the wall, loose benches, master's desk, clock, &c. 2. A tolerable supply of books and maps, which latter do not seem to be much used. 3. Six classes under untrained master with no assistance. 4. Tolerable, without any method. Boys too crowded in class. 5. Monitorial, under irregular and unaided monitor of the first class, with no knowledge of their duties. 6. He has been here seven years; is only of moderate attainments, and with little knowledge of method; but he has had too much to do, being placed in such a school without assistance. 7. This is called the Berwick Charity School. Its origin was in the year 1725, according to a stone tablet on the wall. Forty boys are clothed and educated gratuitously in it; elected at the age of seven, and remaining till thirteen, when they are not in the hands of the Corporation. The income is 204*l.* per annum. There are seven trustees, who fill up the vacancies by election. The vicar of the parish is a trustee *ex officio*. Some more black-boards are wanted, and additional ventilation would be useful. The progress of the boys is moderate, and the state of instruction lower than usual in such schools, and not intelligently given. There is little knowledge of arithmetic, history, or geography, and reading lessons are the most that I ever heard. Some of the managers seem to be earnest in determining to have a better school here, an I more answerable to the funds expended in its support. At present there is little of real education in it.

29. Scamston,
Boys' & Girls'

30 N;

130. Northam, Boys'

131. Girls'

132. Berwick-on-Tw
Charity School

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME	Date of inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.		
33. Allentheads, Mixed	1850. 4 June	55	38	125	63		<p>1. Double desks down the centre of the room, and single desks against the wall. 2. There is a want of general reading-books. 3. Five classes of boys and girls, under master and two pupil-teachers. 4. Very fair, considering the inconvenient arrangements of the room. 5. Monitorial, under two pupil-teachers of the second year, who have kept their classes for three months at a time. 6. He has been here four years; seems very nervous under examination; teaches without much animation or intelligence. This school has decreased in number since last year, and its general progress is not satisfactory. But few of the children answer questions intelligently. The Bible is not now read in the school, but only Mrs. Trimmer's <i>Lessons from the Teacher's Assistant</i>. There are no black-boards in the school, and the secular reading-books of general information. The door of the room (of course) is not in good repair. The subject of the walls is (in places) in an unsightly state. The clergyman (Rev. W. Falcon) has taken much pains with this school, in which the reading was unusually good; but the master seems very inefficient, and the school has fallen off much whilst under his charge. The pupil-teachers cannot be continued in this school in its present state.</p> <p>1. Two double desks, and others, single, against the wall; loose benches. 2. A poor supply of reading-books, none of general information. No black-boards. 3. Five classes of boys (with a few girls) under master and two pupil-teachers. The children are seated at the desks (one of able and the others against the wall), and stand up to read. 4. Fair, considering the crowded state of the room and its inconvenient arrangements. 5. Monitorial, under two pupil-teachers (one of the first and one of the second year, who kept their classes for three months at a time). 6. He has been here nine years and a half; is a painstaking man, chiefly self-instructed, who has imparted much in the last three years, since he has had the apprentices in his school. 7. This is a mixed school (a few girls amongst the boys), in a very out-of-the-way part of a wild district. There is only one very inconveniently small room, and the roof not under repair, and much space of the floor filled with old-fashioned and clumsy desks. There is much want of reading-books and black-boards. There is no means of ventilation but from windows. The progress of the children is only moderate. The number of children in attendance, and the scarcity of books, do not warrant the continuance of two pupil-teachers.</p> <p>1. Desks against the wall; loose benches. 2. A fair supply of books, maps and black-boards; the map of England is old and worn. 3. Seven classes under trained master, with three pupil-teachers (of the second year) and other monitors of the first class. 4. Very fair, considering the crowded state of the room, which is far too full. 5. Monitorial, under pupil-teachers and other monitors; the pupil-teachers have been accustomed to keep their classes for one month at a time. 6. He has been here one year and a half; seems to be a painstaking and intelligent teacher, cheerful in his work, popular with the children and their parents. 7. The school has increased much in numbers in the last year, so much so that the room is inconveniently small for the children in attendance; to-day 71 little children were crowded up in one corner in a space not above 15 feet square. The master should have more assistance. There should be at least five good pupil-teachers, two more than at present, and a class-room added to each school. The boys are making, as fire good pupil-teachers, too many at present. The standard of instruction is low. Very little geography, grammar, or history of England. Only one class turning from dictation. Above half (143) of whole number present are reading monosyllables, or learning letters. More pupil-teachers should be allowed. The clergyman (Rev. T. Dixon) takes much interest in the school, and superintends it with care and intelligence.</p>
Allenheads Peter's, Mi							
South Shields nity, Boys							

136. South Shields Trinity Girls	139	48	116	140	1	Desks against the wall; loose benches; teacher's desk, work-table, &c. 2. A fair supply of books. There should be more black boards. No maps belonging to this room. 3. Seven classes (the lowest very large in numbers) under mistress and two pupil teachers. 4. Very fair; the room is too much crowded, and there are too many children in the west class. 5. Monitorial, under pupil-teachers and monitors of the first class; the pupil-teachers have been accustomed to keep their classes for one month at a time. 6. She has been here one year and a half; is a sensible, observant woman, with a very fair notion of teaching, and a good disciplinarian. 7. This school, like that of the boys, has here used in numbers since last year, and the room is inconveniently crowded, especially by very young children, who are hurried together in one corner of the room, and are restless from being necessarily left much to themselves. The mistress ought to have more assistance from pupil-teachers, but the parents do not wish their children to stand as candidates, as some were rejected last year. The girls make less progress on the whole, at a higher standard than the boys, and much more inefficient than at the end of the year. 2. A fair supply. 3. Eight classes under master and two pupil-teachers (of the first year). There are also two classes of children ranged along the walls, who do not know their letters. 4. Very fair; much improvement since last year, under unfavourable circumstances. 5. Monitorial, under pupil-teachers and monitors, some of whom are now candidates for the apprenticeship. The pupil-teachers have kept their classes for three months. 6. He has been here one year and a half, and in this time has been very successful in improving the discipline of the school, and furthering the progress of the children; he has a certificate of merit. 7. This room has been improved by the addition of a so-called class-room since last year; but the situation of the building and many of its circumstances are extremely inconvenient, and it is badly ventilated. It is on three sides nearly enclosed by high houses; the floor (or some of it) is in a tolerable repair. Owing to the badness of the situation the teachers do not live in the school-houses. The general progress of the boys is <u>satisfactory</u> , quite as much as can fairly be expected in the time and under the circumstances. Of 200 in average attendance, 128 are under eight years of age. The committee, with the clergyman (Rev. H. Peters), seem determined on the improvement of the school, and are going to erect a new building in a better situation.
137. Sunderland Gray Boys	6 June 197	250	250	213	1	Four loose desks parallel to each other; loose benches; teacher's desk, table, clock, &c. 2. A good supply of reading books, maps, and black-boards. 3. Seven classes under mistress and three pupil teachers with other monitors. Very fair; children clean and neat, quiet and generally attentive. 5. Monitorial, under pupil teachers (two of the second, and one of the first year) with other up-in monitors. The pupil-teachers have kept their classes for the whole year. 6. She has been here four years and a half; is intelligent and highly respectable woman, but not, I think, physically or intellectually equal to the charge of such a school, which should have two more pupil-teachers in it. 7. The mistress is about to leave. I think that her health is somewhat impaired, and that the school, which is in narrow filthy streets of the worst part of Sunderland. The girls in general are making fair progress, but they answer in so low a tone that it is difficult to make out all that they say. Several ladies seem to take much interest in this school, and to visit it with regularity and attention.
138. Girls	170	138	141	170	1	These schools have been already mentioned (Dec. 20 and 21, 1849). 2. The books which were ordered six months since have not yet been put into the children's hands. 3. Fair on the whole; some of the classes still too much crowded. 4. This school has rather increased in numbers since last inspection (six months ago), owing perhaps to the more favourable time of the year. There should be two more pupil-teachers in it, as the assistant-mistress has lately been removed. The progress of the first class is more satisfactory than at last visit, but the other classes are below the level of 1849 schools. Many attempts at "copying" one from another in the upper classes, which shows a want of tone in the school. The weather very hot, and day unfavourable off from the girls' room) under mistress with certificate and three pupil teachers, with a young woman as a monitor. 4. Tolerable; some improvements visible since the coming of the present mistress. 5. Monitorial, under pupil-teachers (three are of the second year) with irregular monitors, two of whom are now candidates. 6. She has not been here yet three months; is a very active and intelligent teacher, truly kind to the children, and very anxious for their progress. 7. This school had fallen into a very low condition, both of discipline and of instruction, before the present mistress came into it. Some of the girls, even of the first class, could read only with spelling, and they were on the whole in a very unsatisfactory state. There should be two more pupil-teachers here. The indentures of one apprentice have been cancelled on account of ill health.
139. Doncaster, Boys	10 June 212	111	122	103	1	These schools have been already mentioned (Dec. 20 and 21, 1849). 2. The books which were ordered six months since have not yet been put into the children's hands. 3. Fair on the whole; some of the classes still too much crowded. 4. This school has rather increased in numbers since last inspection (six months ago), owing perhaps to the more favourable time of the year. There should be two more pupil-teachers in it, as the assistant-mistress has lately been removed. The progress of the first class is more satisfactory than at last visit, but the other classes are below the level of 1849 schools. Many attempts at "copying" one from another in the upper classes, which shows a want of tone in the school. The weather very hot, and day unfavourable off from the girls' room) under mistress with certificate and three pupil teachers, with a young woman as a monitor. 4. Tolerable; some improvements visible since the coming of the present mistress. 5. Monitorial, under pupil-teachers (three are of the second year) with irregular monitors, two of whom are now candidates. 6. She has not been here yet three months; is a very active and intelligent teacher, truly kind to the children, and very anxious for their progress. 7. This school had fallen into a very low condition, both of discipline and of instruction, before the present mistress came into it. Some of the girls, even of the first class, could read only with spelling, and they were on the whole in a very unsatisfactory state. There should be two more pupil-teachers here. The indentures of one apprentice have been cancelled on account of ill health.
140. Girls	11 June 232	148	155	221	1	These schools have been already mentioned (Dec. 20 and 21, 1849). 2. The books which were ordered six months since have not yet been put into the children's hands. 3. Fair on the whole; some of the classes still too much crowded. 4. This school has rather increased in numbers since last inspection (six months ago), owing perhaps to the more favourable time of the year. There should be two more pupil-teachers in it, as the assistant-mistress has lately been removed. The progress of the first class is more satisfactory than at last visit, but the other classes are below the level of 1849 schools. Many attempts at "copying" one from another in the upper classes, which shows a want of tone in the school. The weather very hot, and day unfavourable off from the girls' room) under mistress with certificate and three pupil teachers, with a young woman as a monitor. 4. Tolerable; some improvements visible since the coming of the present mistress. 5. Monitorial, under pupil-teachers (three are of the second year) with irregular monitors, two of whom are now candidates. 6. She has not been here yet three months; is a very active and intelligent teacher, truly kind to the children, and very anxious for their progress. 7. This school had fallen into a very low condition, both of discipline and of instruction, before the present mistress came into it. Some of the girls, even of the first class, could read only with spelling, and they were on the whole in a very unsatisfactory state. There should be two more pupil-teachers here. The indentures of one apprentice have been cancelled on account of ill health.

Tabulated Reports, in detail, on schools inspected by the Rev. F. Watkins—continued.

Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
	Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In Attendance.	
1850. 13 June	178	91	85	166	1. Parallel desks, very narrow, filling up the body of the room, master's desk. 2. A fair supply. 3. Eight classes (reckoned from the lowest as the first) under master and four pupil teachers (of the first year). 4. Very fair, considering the age of the children. 5. Monitorial, under pupil-teachers and other monitors, some of whom would be candidates for apprenticeship if there were room; the pupil teachers keep their classes for a month or six weeks. 6. H. H. been here 12 years; is a very painstaking man in his school, and bears a high character as a conscientious and experienced teacher; he has a certificate of merit. 7. A school for boys, arranged in the British and Foreign plan, seated at 15 parallel desks in the body of the room, the floor of which is an inclined plane rising from the master's desk in the middle of one end. The premises are the private property of the Rev. J. Willey. It is situated in a small street in the suburbs of York. The boys are making creditable progress; rather deficient in composition, but of average standard in other subjects. About one-third of the children are under seven years of age. The clergyman, to whom the property belongs, seems anxious for the improvement of the school and the right education of the children.
York, St. Cuthbert					1. Parallel desks, in four rows, at one end of the room; teacher's desk, and others against the wall. 2. A fair supply. 3. Seven classes (including the infants under a young woman in adjoining room) under mistress with common monitors. 4. Very fair; much improved since my last visit. 5. Monitorial, under girls of the first class, paid 1d. per week, 12 in number. 6. She has been here one year; is a very painstaking teacher, of high character, and valuable as a disciplinarian. 7. This school is held in a building rented at 15l. per annum, belonging to the Merchant Tailors' Company. Raised parallel desks have been erected in it since my last visit. There should be at least 100 pupil-teachers in this and the infants' school-room. The progress since last inspection is creditable. Much credit is due to the Rev. C. Glose, one of the secretaries of the York School Society, for his earnest and kindly exertions for the improvement of elementary education in this and other schools of the city.
York, Aldwark.	198	53	63	204	1. Parallel desks in five rows at one end of the room in a recess; master's desk. 2. A good supply; the books at present rather above the readers. 3. Nine classes, some of them very large, under master and six pupil-teachers (of the second year). 4. Good on the whole; improved in every way. The room is rather too much crowded. 5. Monitorial, under pupil-teachers and other monitors, three of whom are now candidates for apprenticeship; the pupil teachers have kept their classes for the last seven months. 6. He has been here seven months; has a certificate of merit; is a very energetic and intelligent teacher, much interested in his work. 7. This school has improved since the present master came into it. There is no Scripture read in it at present, which is a disadvantage to the children. The pupil-teachers seem to be improving much, and to have a good effect upon the other children. There ought to be two more in the school if it is to be efficiently conducted. The progress of the boys is very creditable in most of the subjects. They are deficient in religious knowledge and grammar. None of the trustees or managers, except one clergyman, present at the examination.
York Manor					1. Loose desks, placed parallel to each other, in two rows, on one side of the room. 2. A fair supply; some more slates are much wanted in the lower classes. 3. Six classes under master and four pupil-teachers (two of the first and two of the second year). 4. Tolerable; a good deal of talking and unrest. 5. Monitorial, under pupil-teachers, and other irregular monitors. The pupil-teachers have kept their classes for the whole year. 6. He has been here about six months, and has a certificate of merit. The school had been left without a regular master for some weeks when he
York, Walmgate, Boys.					

entered upon it. It is not now in so satisfactory a state as last year. 7. It has decreased in number since the late active and intelligent master left it, and does not appear equal in discipline to what it was. The room is not so clean as it should be. The numbers in attendance must be increased if the present staff of pupil-teachers is to be continued. The progress of the children is tolerable in most of the subjects, but they are especially deficient in religious knowledge and arithmetic. Some of the committee seem to be interested in the success of the school, but on the whole it has a neglected look.

1. Loose desks, parallel to each other, in two rows down the centre of the room; teacher's desk; clock, &c. 2. A fair supply, some maps wanted. 3. Six classes under mistress, without any assistance at present, who has a certificate of merit. She is assisted voluntarily by her two sisters. 4. Very fair; children generally attentive and orderly, clean, and neat. 5. Monitorial under irregular and unpaid monitors. 6. She has been here about seven months, seems to have taken much pains, and to have been successful in her work. 7. This school has improved much during the time she has been in it. She deserves encouragement, and should have at least two pupil-teachers allowed her. The progress of the girls is creditable, though the attainments of the children are yet only moderate. There is, however, good prospect of success. The ladies' committee is active in its duties.

1. Desks on a stage, made to face each other, one at higher level than the other. 2. A good supply of books, maps, and black-boards; great want of slates. 3. Nine classes under master, with certificate of merit, and six pupil-teachers (two of the third, two of the second, and two of the first year), with monitors, two of whom are now candidates for apprenticeship. 4. Very fair, considering especially the circumstances and character of the population. 5. Monitorial, under pupil-teachers and other monitors. The pupil-teachers have held the same class for nine months. 6. She has been here two years and a quarter, is a very painstaking, energetic, and intelligent teacher, who devotes herself heartily to his work. 7. This school has been increasing steadily in numbers since its opening, and is now a very important and useful institution. Like the other schools in Hull, the hours of attendance in the afternoon are only two (from two to four p.m.) which seems to be a small measure for the children of the poor. There should be one more pupil-teacher allowed here, as the classes are too many in number, and large in age, for the present staff. The boys are making very creditable progress—rather deficient in religious knowledge. Many of the children are very young. The incumbent of the parish (Rev. J. King) by erecting these hand-some schools and carefully watching over them, has rendered good service to the cause of education, which has of late been progressing satisfactorily in Hull.

1. Parallel desks in two rows along one side of the room; mistress's desk and table; clock; loose benches on the floor, with iron supports. 2. A good supply of reading-books and maps; a deficiency of slates. 3. Eight classes under mistress, with certificate, and two pupil-teachers (of the first year), with other monitors (two of whom are now candidates for the apprenticeship), and an assistant-mistress, who has charge of the younger classes. 4. Tolerable; a good deal of talking and restlessness, especially in the lower classes. 5. Monitorial, under pupil-teachers and assistant-mistress. The pupil-teachers have kept their classes for the whole time since the last examination. 6. She has been here one year and six months, is an intelligent teacher, but seems to want method as a disciplinarian. 7. An important girls' school in a populous district of Hull, where much pains has been taken to improve the character of education, especially by the incumbent and his family. 8. The room is convenient and very fairly ventilated, but being on the level of the street, is disturbed by the noise of carriages, &c., passing by. The progress of the girls is respectable in most subjects—they are rather deficient in arithmetic. There should be an infants'-room and a fresh arrangement of the classes.

1. Defects against the wall, and others placed parallel to each other; master's desk, &c. 2. A moderate supply, but some have just been brought by a factory firm, and given to the school. 3. Five classes under master and two pupil-teachers. 4. Very fair, especially considering the circumstances of the population. 5. Monitorial, under pupil-teachers (two of the third year) who keep their classes for one month at a time. 6. He has been here one year and nine months, and is now about to leave, having taken a school in the south. His conduct has been very satisfactory—his attainments not great. 7. This school has suffered in consequence of the withdrawal of 47 short-timers by the master of a mill, owing to some dispute with the factory inspector. 8. There is sufficient population to raise the numbers again. Another pupil-teacher should be allowed, as there are still 40 to 50 short-timers in the school, and the district is thickly populated and ignorant. The boys are making creditable progress, but much benefit is discernible from the introduction of pupil-teachers. The incumbent (Rev. H. Ward) has bestowed much pains upon his schools, which, in many respects, buildings, locality, &c., are unfavourably circumstanced.

45. York, Walmgate,
Girls' . . .

128 79 64 120

46. Hull, Christ Church;
Boys' . . .

175 433 107 347

47.
Girls' . . .

114 50 107 150

48. Hull, St. Mark's,
Boys' . . .

82 58 62 90

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of School.	Date of Inspection.	No. of Children.			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	
149. Hull, St. Mark's, Girls' School.	1850. 20 June	60	69	117	84
150. Hull, St. James; Boys' School.	21 June	177	231	522	165
151. Girls' School.	"	135	135	143	125
152. Old Malton, Boys' School.	25 June	63	14	42	67

GENERAL OBSERVATIONS.

1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Methods.
6. Master and Mistress. 7. Special.

1. Desks (parallel) in two rows; small gallery in the corner; mistress's desk. 2. A fair supply of books, blackboards, &c. 3. Five classes under mistress and three pupil-teachers (most of the second and two of the first year) with other irregular monitors. 4. Very fair much improvement both in the dress and manner of the children. 5. Monitorial, under pupil-teachers, and other monitors; the pupil-teachers have kept their classes for two weeks at a time. 6. She has been here for six months; is an intelligent teacher, much interested in her duties, and very diligent in her work. 7. There has been a change of mistress in this school, which has perhaps in some degree hindered its progress, but the instruction is more intelligent than it was. The number of children has decreased from the same cause as in the boys' school. An improvement has been made in separating the two rooms by a solid partition. The girls are making respectable progress. I am told that the mill-owners of this district exclude school-time children from their work, thinking that they can do better without them.

1. Parallel desks in three rows, on a raised stage at one end of the room; fixed benches; master's desk. 2. A very fair supply of books, maps, blackboards, and easels. 3. Six classes under master and four pupil-teachers (two of the third and two of the second year). 4. Good; children clean and neat, generally attentive and cheerful. 5. Monitorial, under pupil-teachers and monitors, who are now candidates for apprenticeship; the pupil-teachers have kept their classes for ten months. 6. He has been here six years and a half; is a very painstaking and worthy man, but nervous, and hardly doing himself justice in a public examination. 7. This school had rather decreased in number up to the beginning of the year, but is now increasing again, and has certainly improved in discipline and intelligent progress since the introduction of pupil-teachers. There should be rather more diligence in history. It appears from the master's report that in 12 months 292 boys were admitted into this school, and 231 taken off the list. The average age of the boys is only eight years and eight months. There is an infants' school which I had no leisure to visit.

1. Parallel desks in three rows, raised on stage at one end of the room; teacher's desk, clock, &c. 2. A fair supply of books, maps, blackboards, and easels. 3. Six classes under mistress and three pupil-teachers (one of the first, year). 4. Tolerable; too much talking and unrest. 5. Monitorial, under pupil-teachers and monitors. The pupil-teachers have had their classes for six months at a time. 6. She has been here for three years; is a pleasing young woman, kind to the children, and attentive to her duties. 7. This school has improved in numbers since my last visit, and in general attainments, but the girls are still too talkative and restless. The best of the day was so great as to render it very unfavourable for inspection of the school. Had only two and a half in the afternoon, i.e. from 2 to 4:30. The mistress and the pupil-teachers look sickly, and I am told that they do not take sufficient exercise. The general progress is fair. The girls are not intelligent in arithmetic nor (except in the first-class) well-informed in Holy Scripture. These schools have the advantage of active committees, and especially of the constant and very intelligent supervision of Mr. Bright, whose zealous labour in the cause of education is beyond any praise of mine.

1. Desks against the wall, and one double desk; loose benches. 2. A moderate supply; grammar and geography much needed, and an additional black-board. 3. Four classes (the third being subdivided) under master and one pupil-teacher, at the end of the first year. There are not sufficient seats for the children. 4. Very fair for the kind of

school; children generally clean and healthy; tolerably attentive. 5. Monitorial, under pupil-teacher, and other unpaid monitors, one of whom would now, if possible, be a candidate for the apprenticeship. 6. He has been here one year and a half, has a certificate of merit, and is careful in his work—questions sensibly and with care. 7. This cannot be considered as more than a village school, held in inconvenient premises, which have been improved with regard to ventilation since last year.—The instruction is at a low standard at present; more books (geography and grammar, &c.) are needed, and additional benches. Progress is tolerable. Only three boys learn grammar and geography; no history of England is taught: the boys write poorly from dictation. The clergyman (Rev. W. Carter) seems anxious for the improvement of his schools.

The girls are in four classes, under a trained mistress, in a more convenient room than the boys; in fair order, but at a low standard of attainments. No girl can work a sum in the compound rules, nor is introduced to simple subtraction. No geography, grammar, or history of England. The answers were mostly in the subjects, in which they were examined, religious knowledge and natural history. There is a great want of books. The mistress has only been a short time here.

1. Desks against the wall, loose benches, master's desk, &c. 2. Insufficient. 3. Six classes (of boys and girls mixed) under master and two pupil-teachers. 4. Very full; children, though rather crowded, quiet and generally attentive. 5. Monitorial, under master and two pupil-teachers of the second year (who have kept their classes for a fortnight at a time). 6. He has been here three years and a half, has a certificate of merit, and is very painstaking and active in his work. 7. A mixed village school in a purely agricultural district, held in a plain and inconvenient building, not enclosed. Some improvements have been made in ventilation since last year. There is a great want of general secular reading-books and of black-boards, of which there is only an old (ruined) one at present. The boys of the first-class seem to be intelligently instructed, and the general progress of the children is respectable.

1. Desks against the wall, loose benches, teacher's desk, &c. 2. A tolerable supply of books, maps, and black-boards. 3. Four classes of boys and girls mixed, under master and one pupil-teacher (of the second year), with a sewing mistress. 4. Fair; there does not appear to be much method in it. 5. Monitorial, under pupil-teacher, who has taught the second-class during the greater part of the year. 6. He has been here about two years, and has a certificate of merit; seems a steady and respectable man, and anxious to improve the school. 7. A mixed school in an agricultural village. There are at present more girls than boys; the greater part of the children very young; the school in its present state is not worthy of a pupil-teacher or certificated master. It appears that at present there are very few children of school age in the village. The progress of the children is only moderate.

1. Loose desks (two) placed parallel with faces to the wall. 2. A fair supply of books and maps, only small of black-boards. 3. Seven classes under master and two pupil-teachers. 4. Pretty fair, considering the inconvenience of the room. 5. Monitorial, under pupil-teachers (two of whom is now a candidate for the apprenticeship). 6. He has been here nearly six years; is a very active man and intelligent, but he wants more help in the school. 7. The room in which this school is held is inconvenient in shape; the floor is not in good repair, and the west wall has a crack in it of recent date; the children are too much crowded in class. More black-boards are wanted, and additional and more intelligent pupil-teachers. The incumbent (Rev. W. F. Trevanion) has withdrawn from the management of the school. The progress of the boys is only moderate; they are not intelligent in arithmetic, and ignorant of the history of England; only tolerably acquainted with Holy Scripture and catechism. The committee is anxious for the improvement of the school; but during the late year there have been considerable difficulties in its management.

1. Desks against the wall; loose benches; mistress's desk. 2. A tolerable supply. 3. Six classes of girls under mistress and one pupil-teacher, with other monitors unpaid. 4. Tolerable; some little improvement since last year. 5. Monitorial; the pupil-teacher is at the end of her second year, and has kept her class the whole year. 6. She has been here one year, and has a certificate of merit; does not seem to be a very energetic teacher, nor skilful as a disciplinarian. 7. This school has rather improved in discipline since last year, but is in an unsatisfactory state in this respect, and very poor as to progress. No subject seems intelligently received. Great complaints are made by the mistress of the irregularity of the children's attendance, as well as of their untractability. The ladies' committee deserve much credit for their endeavours to improve the school; as long, however, as gross unpunctuality is allowed, little improvement can be expected.

153. Old Malton, Girls.

50

154. Purythorpe, Mixed. 26 June

74

20

27

73

155. Seapiston, Mixed. 26 June

42

22

20

3

156. Whitby, Boys. 27 June

131

51

64

154

157. " Girls. "

71

84

95

76

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—*continued*.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
158. Marsk	1850. 28 June	50	10	17	44	1. Desks against the wall; loose benches; master's desk; clock. 2. A very fair supply of books, and maps. 3. Four classes of boys (with a few girls) under master with two pupil-teachers. Very fair; some of the children are too much crowded in the class. 5. Monitorial, under two pupil-teachers (one of the first and one of the second year), with other monitors. The pupils have kept their classes only for a day at a time. 6. He has been here four years and a half; is a steady, painstaking man, of fair attainments and of good character. 7. A village school in an agricultural district, where there are boys mixed with a few girls, and in which much improvement is perceptible of late years. Many of the children are said to be at work in the fields in w. The progress is generally creditable. The children seem to be intelligently taught. Much interest was taken in this school by the Rev. J. W. Youman (the late incumbent) and other members of his family, and is a very fair specimen of a village-school.
159. Goole, Boys'	2 July	72	37	75	172	1. Parallel desks in two rows on one side of the room; loose and fixed benches. 2. A very fair supply of books and maps, tolerable of black-boards. 3. Four classes under master and two pupil-teachers. 4. Fair. 5. Monitorial, under two pupil-teachers (of the second year) with other boys' monitors from the first-class. The pupil-teachers have kept their classes for a month at a time. 6. The present master only came yesterday. He has not been trained; is an ingenious man; rather nervous as a teacher. 7. This school has suffered from an interval of two months between the two masters. The room is insufficient in size for the population of the place. The progress of the boys is fair, considering the circumstances. The incumbent (Rev. W. Saffill) has taken much pains with w. and v. and very kindly gave the advice of the inspecting during the interval of the master's absence.
160. " Girls'	3 July	135	16	91	228	1. Parallel desks in two rows, with fixed benches; others loose; teacher's desk. 2. A very fair supply of books, maps, and black-boards. 3. Four classes of girls (and one of infants in a adjoining room) under untrained mistress with two pupil-teachers. 4. Very fair, considering the moderate size of the room, and crowded state of some of the classes. 5. Monitorial, under pupil-teachers (one of the third and one of the second year) with other monitors. The pupil-teachers keep their classes for a week at a time. 6. She has been here above six years; is pleasing in manner, and liked by the parents of the children. 7. This room is too small for the number of children and furniture in it, and far too small for the population of the place. The attendance of the children is said to be affected by the circumstances and character of the parents, who are chiefly employed in shipping. The progress of the children is moderate.
161. Garthorpe	3 July	69	25	70	70	1. Desks against the wall; and unattached in the centre of the room; small gallery. 2. A fair supply of books and maps, one black-board, and a framed slate. 3. Four classes of boys and girls mixed, with a large class of infants under mistress and one pupil-teacher. 4. Fair, not much method; no knowledge of arrangements. 5. Monitorial, under pupil-teacher (in her third year) and other monitors. 6. She has been here two years and a half; and during the last year has been suffering from scarlet-fever, which has interrupted her work. 7. This is a mixed school in a village of the agricultural district. At this time of the year, above one-half of the children may be considered as infants, and are rarely chiefly in the gallery. The building is neat, and the room generally convenient and well furnished. None of the teachers nor managers of the school were present at the examination. The progress of the children is tolerable. No grammar is taught, nor History of England. Their knowledge of the catechism is only small.

162. Eastoft	3 July	47	6	20	47	<p>1. Desks against the wall; loose benches; teacher's desk. 2. A fair supply of books and maps. 3. Four classes of boys and girls, mixed; under mistress without any assistance at present. 4. Very fair, especially considering the circumstances of the place. 5. Monitorial, under mistress and irregular monitors (unpaid), one of whom is now a candidate for the apprenticeship. 6. The (appointed) mistress is not present to-day. She has been unwell for some time, and her place has been filled by a temporary teacher. The mistress in charge of the school seems an intelligent person, and a very fair disciplinarian. 7. This is a mixed village school in a purely agricultural district, where, during a great part of the year, the children are employed in the fields. The greater part of those present are very young. Perhaps it might be well to allow one pupil-teacher to this school, though the number in attendance at this time of the year only just warrants it. The progress of the children is only moderate in the subjects professed. No grammar is taught, nor History of England; arithmetic is unintelligent; and there is very little knowledge of the catechism. None of the managers present.</p>
163. North Cave, Boys	5 July	17			28	<p>The boys' school has a small endowment, a house and about five roods of land, worth on the whole 10<i>l.</i> per annum; the master has been here about 41 years, but has no qualifications for the office. There are 23 boys in ordinary attendance; hardly classified, but said to be in four classes. A few of them read the New Testament. Two or three write in copy-books, and work stuns in the simple rules without any intelligence. There is no order nor discipline; no maps; black-board, &c. The boys are taught in a room, formerly a methodist chapel, now the property of the clergyman, who pays the master 20<i>l.</i> per annum. The old school-room is part of the master's house. The school property is vested in the hands of six or seven trustees (the clergyman not being one), none of whom are clerical. The deed has been renewed in 1836 (originally 1772); but has not been enrolled in Chancery.</p>
164. North Cave, Girls	"	26	0	13	27	<p>The girls' school is held in a neat building at the other end of the village, the private property of the squire (Mr. Burton) and taught by an untrained mistress, who has been here eleven years. There are at present 25 girls in ordinary attendance, in four classes, in only tolerable order, at very low standard of attainment. A little reading of the New Testament; writing in copy-books (by six) and simple rules in arithmetic by two girls. The mistress never questions the children, excepting on the first lines out of a book. On the whole it may be fairly said that there is nothing of real education in either of these schools. The clergyman (Rev. J. J. J. J.) is making great efforts to establish a better order of schools.</p>
165. Market Weighton, Mixed	9 July	107	55	82	164	<p>1. Desks against the wall; loose benches; master's desks. 2. A tolerable supply. 3. Four classes of boys and girls mixed, under master and two pupil-teachers. 4. Only tolerable; the children are restless and talkative, especially in the lower classes. 5. Monitorial, under two pupil-teachers (of the second year) who have kept their classes for nearly three months. 6. He has been at his work and painstaking; rather an intelligent teacher. 7. In this school the boys and girls are now taught together in the morning. The girls are under a sewing mistress in the afternoon. The master has two boarders, with one other boy, seem to engross the whole intelligence of the school. The room is very neat and clean; the position in the centre has been removed. Many of the upper children are now absent in the fields. The progress of the children is very moderate.</p>
166. Hull, St. Stephen's, Boys	10 July	165	112	140	190	<p>1. Double desks, and desk against the wall. 2. A fair supply. 3. Seven classes, under master, five pupil-teachers, and other monitors, one of whom is now a candidate. 4. Very fair; the children are too much crowded in some of the classes. 5. Monitorial, under pupil-teachers (four of the third and one of the second year), and other monitors; the pupil-teachers have kept their classes for a month or six weeks. 6. He has been here three years and a quarter; is a highly respectable man; has not much knowledge of method. 7. The school-hours here in the morning are only two and a half, on coming in at half-past nine, in consequence, it is said, of the children going out with their father's hawks and fags; but 27 are late this morning notwithstanding. There are no desks for the black-boards,—eight in number. The fees of the first class are 4<i>l.</i>, of the second 3<i>l.</i>, and of the remainder of the school 2<i>l.</i> per week. There is no money to be prejudicial to the school. The progress of the boys is respectable on the whole. They are rather deficient in Holy Scripture and catechism; not intelligent in arithmetic, nor History of England. The clergyman (Rev. J. D. G.) carefully superintends these schools, and takes much interest in them.</p>

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspec- tion.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.		
107. Hall, St. Stephen's, —contd. Girls	1850. 10 July	110	.	.	141	1. Desks against the wall; loose benches; mistress's table. 2. A fair supply, excepting of reading-books for the lower classes; some exels wanted. 3. Six classes, the lowest of which is of infants (in adjoining room) under mistress and five pupil-teachers, with other monitors. The classes are seated in corresponding pairs, looking into each other. 4. Very fair; children generally clean, neat, and attentive. 5. Monitorial, under five pupil-teachers (two of the third and three of the second year) who have kept their classes for varying terms from one to nineteen months. 6. She has only been here three months, and seems to have some knowledge of her work. 7. The internal arrangements of this school have been much improved since my last visit. The rooms are nicely separated from that of the boys. One of the pupil-teachers had retired, in consequence of forming a too close connection which she was unwilling to give up. The upper class pays 1d. per week, more than the others, which seems disadvantageous in some respects. The progress of the girls is generally satisfactory, but the arithmetic not intelligent. The ladies' committee is very attentive and works with zeal and judgment.	
108. Hall, Trinity . . .	11 July	94	44	22	110	1. Parallel desks in two rows, fixed in the old fashion. 2. Sufficient supply of books, only one black-board for upper, two for lower room; arithmetics. 3. Six classes (three in each room) under mistress and one pupil-teacher. 4. Fair; the children are too much crowded—60 as times in a room intended for 52. 5. Monitorial. 6. He has been here six years on the whole; seems a very respectable man and a fair teacher. 7. The arrangements of this school are faulty. There are two small rooms, one above the other, in which especially the upper tier boys are a good deal crowded. The master's house also is far too small, and extremely inconvenient. New buildings might be erected without much difficulty. The lower room is left entirely under the charge of the pupil-teachers. The school hours in the afternoon are only two and a-half. The prices are also very inconvenient. The progress of the boys is fair in general, their knowledge of geography unsatisfactory. This school is under the superintendence of the vicar (Rev. J. Bromley), who seems very anxious to improve it.	
109. Kewingham . . .	11 July	24	12	21	29	1. Desks against the wall, and flat table for writing; master's desk; clock, &c. 2. A fair supply of books and maps; one black-board and vessel. 3. Three classes of boys and girls mixed, under master and one pupil-teacher (of the third year). 4. Fair; without method. There are only a few children, and they are quiet. 5. Monitorial, under pupil-teacher (of the third year) who seems to have taught at the two upper classes for the last twelve months. 6. He has been here only ten weeks, during which time the school has been in a low state as to numbers, in consequence of occupation in agricultural labour. It is his first charge since he left the training-school. 7. This school seems to have fallen off in numbers since the resignation of the late master, and is now unequal to the exam for a pupil-teacher. It is in an agricultural village where the children are early at work in the fields, and where there is at present no resident clergyman. Only one of the trustees or managers was present at the examination. The progress of the children is slow.	

170. Roos, Boys' . . . 12 July 43 22 11 52
1. Parallel desks in three rows; fixed benches both to the desks and in the classes. 2. A good supply of books and maps; black-board for each class. 3. Four classes under master and two monitors (not under minutes of 1846). 4. Good; boys generally attentive and quiet; cheerful and clean. 5. Monitor, under master and two monitors, paid one per quarter by the incumbent. 6. He has been here nearly seven years; has a certificate of merit; is a very active and intelligent teacher, and industrious in his work. 7. The greater part of the first class has left the school since last year, so that the school is not equal to what it was as to its attainments; but the discipline is satisfactory as ever, and the instruction is given intelligently. The progress of the boys is improvement in the habits and in the arrangement of room since last year. The master (Rev. C. Hollam) has done very much both by precept and example to improve the state of education, not only in his own parish but throughout the East Riding.
171. Roos, Girls' . . . 12 July 57 22 27 52
1. Desks against the wall; loose benches; teacher's table; clock, &c. 2. A good supply of books and maps, and one frame slate. 3. Four classes, under mistress and one pupil-teacher of the second year. 4. Generally good; children clean, neat, and orderly. 5. Monitorial, under pupil-teacher and monitors, one of whom is now a candidate for the apprenticeship. The pupil-teacher has kept her class nearly the whole of the year. 6. She has been four years in the school, is cheerful and intelligent in her work, and has good influence over the children. 7. A very good girls' school in an agricultural village, supported by Mrs. Hollam. The fees here are well arranged; the farmers' children pay 6s. per quarter for three years of the year, and 3s. for the harvest quarter; the children of the poor in the parish 1s. per quarter, and of extra-parochial poor 2s. per quarter. Progress creditable.
172. Hall, Salhouse-lane; Boys' . . . 17 July 190 182 157 181
1. Desks against the wall; two teachers' desks; loose benches; teachers' boxes, &c. 2. A fair supply of books, maps, and black-boards. Some large cassettes are wanted. 3. Eight classes, under master and assistant, with one pupil-teacher and other monitors of the first class. 4. Very fair; there is rather too much whistling in class. 5. Monitorial, under pupil-teacher and other monitors, three of whom are now candidates for the apprenticeship; the pupil-teacher has kept his class for the greater part of the year. 6. The head master has been here many years, and has grown grey in his duties. The other master, to whom the boys are apprenticed, is a hard-working man, a careful and attentive teacher. 7. This room would be much improved if the roof were under-drawn and parallel desks substituted for those against the wall. A considerable debt has been put off in the last few years, though the funds of the school are only small. Three more pupil-teachers should be allowed here. The boys are making respectable progress; rather deficient in geography and history, with moderate knowledge of catechism. The curate (Rev. R. Gannery) is active in the superintendence of these schools.
173. " Girls' . . . 72 32 76 83
1. Desks against wall; loose benches; teacher's desk and boxes; shelves down one side of the school for shawls and bonnets. 2. A fair supply of books, maps, and black-boards. 3. Six classes under mistress and one pupil-teacher (conditionally at the end of the second year). 4. Very fair; especially considering the heat of the weather and the closeness of the room. 5. Monitorial, under pupil-teacher (not only conditionally apprenticed) and other monitors, one of whom is now candidate for the apprenticeship. 6. She has been one year and a quarter; is pleasing in manner, though rather timid, and the questions are asked sensibly and with care. 7. This school, having under a late mistress fallen into a very low state, is yet at a standard of attainments, but seems to be improving. The room, from the size of the windows, and the roof not being under-drawn, is very hot in summer and cold in winter. Two pupil-teachers should be allowed. Some ladies take much interest in this school, and visit it frequently.
174. Burton Agnes, Girls' . . . 18 July 26 37
1. A double desk at one end of the room; loose benches; teacher's table, &c.; clock, &c. 2. A fair supply of classes, under mistress and one pupil-teacher. 3. Three classes, under mistress and one pupil-teacher. 4. Good; children generally quiet and attentive, clean, neat, and cheerful. 5. Monitorial, under mistress and one pupil-teacher (of the first year) and other monitors; the pupil-teacher keeps her class for the whole year. 6. She has been here two years, is very pleasing in manner, but nervous as a teacher. 7. A very pleasing village-school. The standing school is affected by the prevalence of small-pox in the parish. The greatest obstacle to education here seems to be the selfishness of the parents, who encourage the children in irregularity and want of punctuality. The children are making creditable progress; not intelligent in arithmetic, but with good knowledge of Scripture history and Latin. Much is owing here to the kind care of Archdeacon and Mrs. Wilberforce, who watch over the children with great interest.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—*continued.*

NAME of SCHOOL.	Date of Inspe- ction.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
175. Nafferton . . .	1850. 18 July	80	25	21	113	1. Double desk down the centre of the room; loose benches; master's desk. 2. Poor supply; some easy reading-books are much needed. 3. Six classes of boys and four of girls in room, divided by solid wood partition, under master, sewing-mistress, and one pupil-teacher. 4. Very poor in the boys' school; children playing and lying at full length on the benches. 5. Monitorial, under one pupil-teacher (of the second year) and other monitors; the pupil-teacher has taken different classes for vacant times. 6. I never saw him before. He is going to leave this week. His successor is not present to be examined. 7. There is a disadvantageous season for visiting this school, as some of the upper children are at home, and some of the lower boys are in the fields; but there is a great want of discipline, and the instruction is not intelligently given. The mistress does only perfunctory work. None of the trustees or managers present at the examination in the school, except the clerk. The school is far as can be judged, is very small. No grammar nor history in the school, and the boys are taught to the loss, and there is very little knowledge of arithmetic and geography. The girls read poorly, and are very unintelligent in arithmetic.
176. Beverley, St. Mary's, and St. Nicholas . . .	19 July	77	53	31	109	1. Paralleled desks in four rows; teacher's desk; clock. 2. A fair supply of books. 3. Four classes, under trained master and three pupil-teachers. 4. Four; too much talking and read-spells in the lower classes. 5. Monitorial, under three pupil-teachers of the first year, who have kept their classes for a week or fortnight at a time. 6. He has been here about ten months; is an intelligent teacher, but wants skill as a disciplinarian. He has a certificate of merit of the first class. 7. This school is well held in the new building, which is spacious and generally convenient. There is rather a want of light in the room. The number is attentive ought to be larger than it is at present, but some of the children are at work at this time of the year. The progress of the boys is generally intelligent; they are rather deficient in ecclesiastical and history of England. The clergyman (Rev. W. T. Sandys) and other managers are very desirous of the improvement of education, and have taken much pains to promote it.
177. Beverley Minster . . .	19 July	148	16	133	141	1. Paralleled desks in three rows, with fixed benches; also benches with backs for the classes. 2. A good supply. 3. Seven classes, the two lower very large, under master and three pupil-teachers, with other monitors. 4. Good; the children clean, neat, orderly, and attentive. 5. Monitorial, under pupil-teachers (two of the second, one of the first year), who have kept their classes for single lessons only, and other monitors, one of whom is now a candidate for admission into the 6th class. He has been here nearly two years; is unwearied in his work, and a good disciplinarian; excellent order, well taught. 6. The state of this school is very creditable both to the master and managers; it is held in approval by the public. 7. The school is well held in the new building, which is spacious and generally convenient, as there are many young children in the school, and the progress of the boys is generally intelligent. The instruction is not without the school-room, to be intelligently given, and the pupil-teachers show great skill in teaching. The clergyman (Rev. R. Battleside) and other managers are very active in their duties, and judicious in their arrangements.
178. Askrigg, B'ys' . . .	22 July	8	24	22	50	1. Desks against the wall; loose benches; master's table; closets; clock. 2. A fair supply of books; tolerable of maps; one black-board and easel. 3. Four classes, under master trained for a short time, and one pupil-teacher. 4. Candidates for admission, as only eight children are present. 5. Monitorial, under master and one pupil-teacher of the

first year, with occasional monitors from the first and second class; the pupil-teacher has kept the third class for the whole year. 6. He has been here one year and a half, and is now about to leave. He is an intelligent man and a fair teacher. 7. This is the chief day of the village fast, and only eight children are present, so that it is hardly possible to judge of the real state of the school, either as to discipline or progress. Both appear tolerable.

1. Decks against the wall; loose benches; master's desk; clock. 2. A fair supply of reading-books, maps, and black-boards. 3. Six classes of boys and girls mixed, under transient master, with two pupil-teachers; there is a sewing mistress in the afternoon. 4. Only tolerable; much want of attention and order in class. 5. Monitorial, under two pupil-teachers (of the first year) and other monitor, one of whom is now a candidate for apti-teacher'ship; the pupil-teachers have kept their classes for a week at a time. 6. He has been here one year and a half, seems an intelligent man and a fair teacher. 7. A mixed school—in which more than half the children are workers in mills, and attend alternately in the morning and afternoon at a Yorkshire mill, and in the evening at a weaving mill. Another pupil-teacher is present to day much below the average, and is owing to a complete want of preparation. 8. A fair supply of books, and knowledge of geography, and history confined to very few children. The incumbent (Rev. W. Malison) takes much interest in the school.

1. Decks against the wall; loose benches; master's desk; clock. 2. A fair supply of books and maps. 3. Five classes, under transient master without any assistant. 4. Only tolerable; the pupil-teacher is a man, but not very good, being accustomed to examination; is self-educated, and earned in his duties, but a poor disciplinarian. 5. This is a boys' school (with a small foundation) in a little agricultural town. The building is inconvenient, has no playground nor enclosure. It has not 1 place been inspected, and the master and children are equally strange to the work. The fees are 1s. per quarter, paid in advance. The progress of the children is taken on the whole, small in geography, and rather formal in arithmetic.

1. Double desks and deck against the wall; loose benches; master's desk. 2. A fair supply of books and maps, and black-boards. 3. Five classes of boys and girls, under transient master, with one pupil-teacher. 4. Tolerable; a good deal of inattention and restlessness. 5. Monitorial, under pupil-teacher of the first year, who has been accustomed to teach the second class for the whole year. 6. He has been here one year and three months, has a certificate of merit, seems interested in his work, and questions carefully. His pronunciation is only tolerable. 7. A mixed school in an agricultural village. Some of the children are now absent at work in the fields. The fees are regulated according to the position of the parents. There is said to be great irregularity of attendance. The children are making pretty fair progress; deficient in catechism and arithmetic. The organist (Rev. R. Taylor) has taken great pains to improve this school.

1. Decks against the wall; loose benches; teacher's desk; clock; &c. 2. A good supply in all respects. 3. Five mixed classes, under master trained at Battersea, with two pupil-teachers and an assistant. There is a sewing mistress in the afternoon. 4. Good; children cheerful, attentive, orderly, and clean. 5. Monitorial, under pupil-teachers (two of the second year) and other monitors, with one assistant paid by the clergyman. The pupil-teachers have taught their classes for a fortnight or three weeks together. 6. He has been here six months, is a cheerful and intelligent teacher, with good talents as a disciplinarian, and earnest in his duties. 7. An excellent village school in the agricultural district of the East Riding, supported by Lord Venables, who pays about 2000l. per annum towards its expense, and which is entirely taken most kind and intelligent interest in its success. Some parallel desks, without an improvement, are put to the present arrangements. The pupils are now taken into a third year, for the purpose of inculcating the principles of arithmetic, and very well acquainted with Holy Scripture. Great pains taken with needlework on the girls' side. This is one of the best rural schools in my district, and ought to produce a good effect on the neighbouring population.

179. Cross Stone, Mixed . . . 23 July . . . 86 85 90 150

180. Aldborough, Boys . . . 24 July . . . 69 32 23 60

181. Barnby Moor, Mixed . . . 25 July . . . 71 9 29 76

182. Escrick, Mixed . . . 26 July . . . 90 23 25 110

Tabulated Reports, in detail, of Schools inspected by the Rev. F. Watkins—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present.	Examined.	Have left within last 12 months.	Admitted within last 12 months.	
183. Welton Boys' . . .	1850. 29 July	35	12	18	40	1. Desks against the wall; loose benches and boxes; master's desk; clock. 2. A fair supply of book, tolerable of maps, and sufficient of black-boards. 3. Four classes, under trained master, without assistance at present, with certificate of merit. 4. Good, especially considering the circumstances, and size of the room. 5. Monitorial, under boys (not paid nor regularly appointed) of the first class, but receiving "The Churchman's Magazine," as a reward. 6. He has been here one year and a half. He questions carefully and with intelligence. 7. This is a village school in the agricultural district, supported entirely (except 1d. per week paid by the children) by the squire (Miss Broadley, M.P.). It is held in an old building, formerly a shop, the property of the squire, in an upper room, which is not very convenient in size, or other circumstances. The progress of the boys very fair. Many are said to be at work in the fields at this season. There is a girls' school in an adjoining building, and (also supported by Miss Broadley) with an average attendance of 40 children, under a trained mistress. The girls are in three classes, in very fair order, and seem to be making fair progress. I had little time to examine them, being occupied with the teachers and candidates for apprenticeship.
184. Darfield, Girls' . . .	31 July	55	30	14	65	1. Desks against the wall; loose benches, with backs; teacher's desk and table. 2. A very fair supply. 3. Six classes of girls (with some little boys) under untrained mistress, with one pupil-teacher of the second year, and other irregular monitors. 4. Very fair, especially considering the heat of the weather and the circumstances of the examination. 5. Monitorial, under pupil-teacher and other irregular monitors; the pupil-teacher has been accustomed to teach the second and third classes alternately. 6. She has been here four years and seven months. Is a very fair disciplinarian, and attaches the children much to her; sets them a good example in every respect. 7. A girls' school (with a few boys in it) in the agricultural district of the West Riding; not just now seen under favourable circumstances, as some of the upper children are absent in the hay-field. The progress is tolerable; no grammar nor History of England. The knowledge of arithmetic is unintelligent. There is a boys' school in the same building, with an average attendance at present of only 15. They seem to be in very fair order and intelligently taught. The master has been here only six months, and entered the school under unfavourable circumstances. The vicar (Rev. B. Charlesworth) has made great exertions and considerable sacrifice of time and money to put this school on a better footing and to obtain a sound religious education for his parishioners.
185. Pontefract, Boys' . . .	1 Aug.	106	42	35	110	1. Desks against the wall; loose benches; master's desk; clock. 2. A fair supply. 3. Five classes under master and three pupil-teachers of the first year with other monitors. 4. Tolerable; a great deal of talking and inattention; want of regularity in class. 5. Monitorial, under trained master and three pupil-teachers (of the first year), who have kept their respective classes for a month at a time. 6. He has been here 10 years, is a cheerful worker, an intelligent man, and questions a class with ease and kindness; he works very hard for the improvement of the children, both in and out of school. 7. A boys' school in the borough of Pontefract, which is a good deal affected by the agricultural work of the neighbourhood; the state of discipline is accounted for by the master as owing to the late absence of the children in the hay-fields, and the disorder arising therefrom. The fees are 1d. per week; the parents in this place seem to be very indifferent to the right education of their children. They are making pretty fair progress, but below average in arithmetic and composition. The vicar (Rev. R. Stainforth) is unwearied in his care of the school and kind interest in it.

186. Pontefract, Girls' . . .	74	45	63	1	Decks against the wall; loose benches; teacher's desk and table; clock, &c. 2. A fair supply of books, maps, and black-boards. 3. Six classes, under mistress and three pupil-teachers, with other monitors from the first class. 4. Very fair; good order; children generally clean, neat, and attentive. 5. Monitorial, under mistress not regularly trained, and three pupil-teachers (of the first year) who have kept their classes for a fortnight at a time. 6. She has been here only six months, has a very good idea of discipline, and questions very fairly. 7. A girls' school in a separate building from the boys' school, and in a different part of the town; it has the same disadvantage of a stone floor; the room is airy and cheerful. 8. The progress of the girls fair on the whole; not so far advanced as usual in arithmetic. Some of them have been six and seven years in the school.
187. R Hampton Brierley, Mixed . . .	139	55	63	145	The school is mentioned (March 8th). Some reading-books are wanted in the lower classes. The discipline and progress continue satisfactory, and the teachers as earnest and intelligent in their labours as at last visit. I observe that no payment is yet allowed to the singing master.
188. Arlsey, Mixed . . .	94	64	58	115	1. Decks against the wall; loose benches; master's desk; clock, &c. 2. Some easier reading-books are needed, and some larger black-boards. 3. Five classes of boys and girls mixed, under master and pupil-teachers; the pupil-teachers have kept their classes for the whole year. 4. Fair; a little too much talking and restlessness. 5. Monitorial, under master and two pupil-teachers (one of the first and one of the second year) with other unpaid monitors, one of whom is now a candidate for apprenticeship. 6. He has been here two years and a-half, is painstaking, but somewhat opinionated; rather provincial in dialect. 7. A mixed school on the borders of the manufacturing district, where education was much neglected before the present incumbent (Rev. W. G. Mickelthwait) came to the district; the pupil-teachers do not appear to have produced the usual effect in this school. The progress of the children is moderate; the reading is not good, nor is their intelligent knowledge of grammar, geography, or Scripture history. Much good has been done by the incumbent, but the circumstances of the place have not been favourable for sound education.
189. Cartcroft-in-Oxton, Mixed . . .	45	12	24	50	1. Decks against the wall; loose benches; mistress's desk and table; clock, &c. 2. A fair supply; one or two more maps would be useful. 3. Five classes of boys and girls mixed; the majority being girls, under trained mistress and one pupil-teacher. 4. Generally good; children clean and neat, quiet, and in good order. 5. Monitorial, under mistress and pupil-teacher of the second year, who has taught all the classes in turn during the year. 6. She has been here four years, in a kind, good young woman, but very nervous, and quite unable to do herself justice in an examination. 7. A good school in a small agricultural village; it is supported by the squire of the place (Mr. P. D. Coke) who takes great interest in its success; the clergyman (Rev. J. M. Wilkinson) has been very ill for some time, and unable to give the usual attention to the school; whilst in health he watched over it with great care. The progress of the children is moderate. The instruction seems to be mechanically given.
190. Balby, Mixed . . .	86	23	95	80	1. Decks against the wall; loose benches; teacher's desk; clock. 2. A fair supply; some easy reading-books needed in the lower classes. 3. Six classes of boys and girls mixed; the majority being girls, under trained mistress and one pupil-teacher. 4. Generally good; children clean and neat, quiet, and in good order. 5. Monitorial, under mistress and pupil-teacher of the first year, who has taught all the classes in turn. 6. She has been here two years, and is a good candidate; the school is an intelligent and active teacher, and earnest in her work. 7. This is a mixed school in a small village of the agricultural district, where a church has lately been built; another pupil-teacher should be added to the school, as there is much irregularity of attendance owing to occupation in the fields. The progress is creditable. The clergyman, (Rev. T. Green) and other managers take an active interest in the success of this school and superintend it carefully.
191. Barnsley, St. George's, Girls' and Infants' . . .	167	81	154	232	This school was inspected (March 5th). 4. Generally good; children quiet, clean, and neat, and fairly attentive. 5. Monitorial, under trained mistress, with three pupil-teachers of the second year, who have not had justice done to them by the late mistress. 6. She has only just come (three weeks since) to the school from the Cheltenham training-school, and has not before been in charge of a school; she questions with intelligence, and in a pleasing manner. 7. This school has suffered much from the negligence and inefficiency of the late mistress, and has lost ground in numbers and progress; one of the pupil-teachers retired in disgust at receiving only part payment of her stipend. The progress is very fair under the circumstances. The knowledge of arithmetic is small. The clergyman (Rev. R. Roberts) and his wife are equally indefatigable and intelligent in their efforts to restore this school to its right position.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
192. Barnsley (National) Boys' . . .	1850 9 Aug.	92	75	70	139	Visited March 6th, and reported on. No change of teachers. 4. Fair on the whole; want of drilling and attention in some of the classes. 5. The pupil-teachers have kept their classes since last examination. 6. The master questions cleverly, but has not much knowledge of method. 7. The chief boys' school (there is only one other) for Church children in Barnsley. The number in attendance unusually small, partly from the day being Friday, when children are wanted at home. No books are found for the children; they are expected to buy their own. I cannot observe improvement either in discipline or progress since last inspection. There is great unpunctuality in attendance. The lower classes are very ignorant in religious subjects.
193. Ackworth, Mixed.	19 Aug.	56	17	12	70	1. Deck against the wall and one double desk; mistress's table; clock, &c. 2. A fair supply. 3. Five classes of girls (with a few boys) under mistress trained at York; the lowest of very young children in a room. 4. Very fair; children quiet and fairly attentive; clean and neat. 5. Monitorial, under two pupil-teachers (one of the first and one of the second year), who have kept their classes for a month at a time. 6. She has been here four years and a quarter; is pleasing in manner and kind to the children. A mixed school in a village of the agricultural district, where there is a great opposition to Church education, and a large educational establishment of Quakers. The children are making tolerable progress. The clergyman (Rev. G. Kewworthy) is very careful in superintending the school, and its tone in consequence is pleasing.
194. Wortley (Shemfield) Mixed. . .	21 Aug.	75	.	.	80	1. Deck against the wall, loose benches; master's desk; clock. 2. A tolerable supply of books; very poor of slates. 3. Five classes of boys and girls mixed, under master and two pupil-teachers, with sewing mistress. 4. Very fair. 5. Pupil-teachers too much talking, restlessness, and inattention. 6. Monitorial under master with two pupil-teachers (of the second year); the pupil-teachers have kept their classes for an uncertain time. 7. He has been here one year and eight months; is a fair teacher and questions carefully, but does not seem to have much idea of discipline. 8. A village school in an agricultural district, supported by Lord Wharfedale. The children's wages are now 3d. per week; they were before as much as 2d. in some cases. There is a great want of some additional and more competent officers, which are to be added, soon; also a great want of slates and some easy reading-books. The children are making pretty fair progress; comparatively few are learning grammar and writing from dictation.
195. Denby Grange, Mixed. . .	23 Aug.	119	34	35	120	1. The writing-desks are in a separate room from the school, much of which is occupied by a gallery. 2. A good supply. 3. Six classes of boys and girls mixed, under master and one pupil-teacher, with sewing mistress. 4. Very fair; the children are too much crowded in some of the classes. 5. Monitorial, under master, with his wife and one pupil-teacher (of the second year), who has been accustomed to teach all the classes in turn. 6. He has been here nearly one year and a half; is a fair teacher, and questions carefully, but does not seem to have much idea of discipline. 7. This is a village school in a coal-mining district, supported entirely by Sir J. L. Stanley. Though it is a mixed school the pupil-teachers and candidates are girls, as the boys in this district rarely stay at school till they are of sufficient age. The progress of the candidates is in general satisfactory; the reading, though much improved, is not so fluent as it should

196. Dodworth Town, Boys.	26 Aug.	47	80	106	55	<p>boys, and the catechism is learned too much by rote. The school is superintended with much care and intelligence by Lady Lister Kaye and other members of her family.</p> <p>1. Desks against the wall, and double desk; loose benches; master's desk. 2. A tolerable supply of books, maps, and black-boards. 3. Four classes of boys and girls mixed, under untrained master, with one pupil teacher (his son); the lower class is not very strictly confined. 4. Toleration: children so much crowded; not chosen method. 5. Monitorial, under master and one pupil teacher (of the first year) who has taught all the classes and kept each of them for a month at a time. 6. He has been here 15 years, is an intelligent, self-taught man, and questions with quickness. 7. This is called a Town's school; it is held in an unventilated room in an old building, belonging (it is said) to the ratepayers of the township. The room is badly ventilated, only from the door and windows; draught, and low in price. The fees are high, varying from 3d. to 8d. The boys are making in some subjects; flagrant progress, but deficient in religious knowledge, and ignorant in catechism. The religious instruction is not sufficiently under the control of the clergyman.</p> <p>1. One double desk, with writing-tables; clock; mistress's table, &c. 2. A fair supply. 3. Four classes of girls in one division of the room, with infants in gallery, &c.; in the other under mistress, without regular assistance at present, except a little girl, who is a candidate for the apprenticeship. 4. Very fat for the time that the school has been at work. 5. Monitorial, under at present irregular monitors from the upper class. 6. She has been here two months; opened the school then; seems earnest and useful in her work. 7. This is a new school, which has only been at work two months, in a handsome and convenient building, near to the church, and otherwise well situated. There has hitherto been little instruction for girls and none for infants in the district, and they are consequently ignorant and unready. Their progress is creditable, for the time that the school has been open. The clergyman (Rev. J. Hudson) pays men and intelligent attention to the interests of this school.</p>
197. Dodworth Town, Girls and Infants.	"	78	1	103	83	<p>1. Desks against the wall; loose benches. 2. A fair supply. 3. Three classes, under untrained master, without regular assistance. 4. Very thin: children attentive and orderly, generally clean and healthy. 5. Monitorial, under master and mistress, in the first class; one of whom is now a candidate for the apprenticeship. 6. He has been here 11 years, is an intelligent master, and anxious for the success of his school. 7. This is an endowed school, from which, during the last year, the girls have been taken to the new girls school at the other end of the village, and is suffering in numbers, at least, from the prevalence of school fever, and from the agricultural labour of the harvest. The boys are making creditable progress, and show signs of intelligent teaching.</p> <p>1. Loose desks against the wall; loose benches; gallery, &c. 2. A fair supply of reading-books, some wanted in geography and grammar. 3. Six classes of girls and infants (the three lower being of infants), under mistress and monitors. 4. Fair; especially considering the time that the children have been at school. 5. Monitorial, under mistress, and two monitors, both of whom are now candidates for the apprenticeship. 6. She has been here six months and opened the school; questions with intelligence, rather too rapidly, perhaps. 7. This school has only been open six months, and during the last three months has been much affected by the prevalence of school fever in the parish. The building is new, very neat, and convenient in arrangements and situation. The children are making pretty fair progress.</p>
198. Silkstone, Girls and Infants.	28 Aug.	33	32	35	40	<p>1. Farried desks, in three rows at the end of the room; master's desk; large benches; clock. 2. A very poor supply of reading-books, but a grant of £3 has been obtained. 3. Seven classes of boys and girls, mixed, under master (partly trained), without regular assistance at present. 4. Fair, for the circumstances of the place; the children are a good deal crowded in some of the classes. 5. Monitorial, under master and three monitors, appointed from the first class, but not paid. 6. He has been here two years and three quarters; is a very industrious, hardworking man, but he has too much upon his hands at present. 7. This is a school in a manufacturing village, composed almost entirely of children making in the mills (only 15 day scholars present today, out of 165). There are in all £5 three teachers in daily attendance, and the master has no assistance beyond that of his wife as sewing mistress. The pupils in daily school should be taught, but the progress is perhaps as much as might fairly be expected; but there is little intelligent work, except in the first class; the clergyman is unable to give much attention to it, as he is occupied with his own pupils.</p>
199. Silkstone, Girls and Infants.	"	43	25	120	80	
200. Scissett, Mixed.	29 Aug.	109	.	.	114	

Tabulated Reports, in detail, of Schools inspected by the Rev. F. Watkins—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.		
201. Hoyland, Mixed.	1850 30 Aug.	124	142	192	204	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. Special.	
202. Barnsley, St. John's Girls.	2 Sept.	45	37	53	59	This school is reported on November 5th. The discipline and progress are satisfactory. There has been no change of teachers, but the school has suffered a great loss in the death of the incumbent (Rev. J. Maude). The proper certificates of conduct of pupil-teachers, &c., cannot in consequence be obtained, as his successor is not yet appointed. The school has much increased in numbers since last year, and is a very good specimen of a village school. The boys' play is in a bad state of repair; there is also an open water tank which should be covered up. The master deserves much credit.	
203. " Infants'.	"	70	.	.	99	Inspected and reported on February 6th. No change of any consequence since that time. The instruction seems intelligent and efficient, and the tone of the school very pleasing. Some more girls are wanted.	
204. Thurgoland, Mixed.	4 Sept.	92	28	70	100	Reported February 6th. Progress apparently fair in the last six months, and the discipline satisfactory. There is a good rule here that children from other districts of the town pay 1d. per week extra.	
205. Lound, Mixed.	5 Sept.	84	8	124	90	1. Lower desks, with benches fixed to them, placed in parallel rows; master's desk; loose benches, &c. 2. A tolerable supply of reading-books. 3. Six classes of boys and girls, entered, under master and two pupil-teachers (of the first and second years), with sewing mistress. 4. Very fair, especially considering the circumstances of the place and people. 5. Monitorial, under master and two pupil-teachers of the first year, who have taught (chiefly) the two lower classes for the whole of the year. 6. He has been here six years, is a self-taught man, painstaking and engaged in a work of his school. 7. A mixed school in the morning and afternoon using district of West Yorkshire, and in the new building, which contains also a teacher's residence. The school room is divided by a high wooden partition, and the younger children (under six years) are at one end of it. The progress is creditable, a small number of children learning the more advanced subjects, and, I think, to the increase of fee. The incumbent (Rev. R. Taylor) takes much interest in this school.	
206. Thornes, Boys'.	10 Sept.	71	75	59	80	1. Desks against the wall; benches with iron legs and feet; master's desk and table. 2. A tolerable supply. 3. Six classes of boys and girls, in school, under master and mistress, with other monitors from the first and second years. 4. Very fair, considering the circumstances of the place. 5. Monitorial, under master and mistress (his wife), with sewing mistress. 6. He has been here four years, is industrious and anxious for the success of his school. 7. A mixed school of children, generally very young, and remaining here only a short time. Their progress is only moderate; their reading is moderate; they have little knowledge of geography, less of history and grammar. The clergyman of the district never enters the school, but is built and set at a short distance from it.	

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Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
212. Dewsbury, <i>cont.</i> Infants.	1850 16 Sept.	144	.	.	.	<p>The infants are in 13 classes, when not in the gallery, seven of which can read. About 20 children read New Testament; they seem to be fairly acquainted with the leading points of Scripture History. The room is far too small and not sufficiently ventilated. The master is a kind, intelligent teacher, whose heart is in his work.</p> <p>These schools were inspected and reported on February 12th. There is much increase in number of children; the same teachers are still in charge of them. The master seems to want physical energy. The discipline has suffered in a slight degree from the newly-admitted children. The upper classes in either school have been removed since last examination, so that the time is not advantageous for inspection. More pupil-teachers should be allowed. The clergymen continue their unwearied exertions, and are about to establish night schools during the winter months.</p> <p>1. Parallel desks at each end of the room, in three rows at one end, two at the other; loose benches. 2. No books but those which are the property of the children; a fair supply of apparatus. 3. Five classes, under trained master and three pupil-teachers, with other monitors of the first class. They are placed in parallel desks for the purposes of collective lessons. 4. Good and cheerful; a little too much anxiety and excitement in answering questions. 5. Monitorial, under master and three pupil-teachers (two of the third and one of the second year), with other monitors, two of whom are now candidates for the apprenticeship; the pupil-teachers kept their classes at first for six months, but of late only for a month at a time. 6. He has only been here three months; has a certificate of merit, but seems to want tact as a disciplinarian. 7. This is a so-called "mixed" or middle school, where the children of all classes are received at fees proportionate to the means of the parents. Much more is owing to the energy and intelligence of the clergyman (Rev. W. R. Bowditch) than to the work of the master, who has only been in it a short time. It is proposed to add a night school, for which pupil-teachers are required on the same terms as in day-schools. The progress in most of the subjects is very creditable. The boys are rather deficient in knowledge of Scripture History, and perhaps too many subjects have been attempted at once. The pupil-teachers have very fair skill in teaching. This is one of the best town schools in my district.</p> <p>1. Parallel desks, in two rows, at one end of the room; loose benches; clock, &c. 2. All the books are the property of the children; a very fair supply of apparatus. 3. Three classes, under untrained mistress and one pupil-teacher, with monitors from the first class. 4. Good; children cheerful, clean, neat, generally attentive, and interested. 5. Monitorial, under mistress and one pupil-teacher of the first year, with monitors, one of whom is now a candidate. 6. She has been here nine months, and opened the school in its present state; is very pleasing in manner, and said to be a good teacher. 7. This is a mixed school of girls, in which the fees are 10s., 6s., 3s., and 2s. per quarter, according to the means of the parents. There is good prospect of success. The girls are making very fair progress, and the tone of the school is good.</p> <p>The infants, when not in the gallery, are in four classes. I had no leisure to examine them; a few can read easy narratives.</p> <p>This school has been reported on February 22nd. There is, I think, some improvement perceptible, both in discipline and progress since last year. Both the clergyman and schoolmaster are in earnest in the work. I observe that agricultural chemistry is substituted for History of England here.</p>
213. Horbury, Boys.	17 Sept.	61	43	65	206	
" " Girls.	" "	125	40	60	206	
214. Wakefield, St. Andrew's; Boys.	19 Sept.	19	16	36	105	
215. " Girls.	" "	45	5	65	57	
216. " Infants.	" "	.	.	.	.
217. Stanley, St. Peter's, Mixed.	20 Sept.	93	58	72	100	

212. Sheffield, St. Paul's; Boys . . .	24 Sept. 109	.	.	.	1. Desks against walls. 2. Very poor supply. 3. Six classes, under untrained master, without assistance beyond unpaid irregular monitors. Not one boy in the school 13 years of age. 4. Pretty fair. 5. Monitorial, as far as can be. 6. The has been here only two months; has taken the school on trial for three months, and is to receive the children's pence, but nothing besides. 7. The progress is tolerable, considering the circumstances. Only two classes can read words of more than one syllable. Altogether, there is appearance of much neglect in the management.
219. " Girls' . . .	24 Sept. 150	.	.	200	1. Desks against the wall; loose benches; mistress's table and desk; clock, &c. 2. A fair supply of books and apparatus. 3. Six classes, under mistress and five pupil-teachers. 4. Tolerable on the whole; the children are too much crowded in class, and inattentive. 5. Monitorial, under five pupil-teachers (two of the third, three of the first year), the two seniors change their classes weekly (second and third); the three juniors have taught their classes by the year. 6. She has been here rather more than four years, and has been very successful in increasing the numbers in the school. She is very nervous, but seems earnest and careful in her work. 7. This is a girls' school (with a few little boys), in the centre of Sheffield, where the children are very unpunctual in attendance. The morning was unfavourable for inspection (so dark that the gas was lighted, and very wet); the tone of the school is not equal to what it was: the children are more inattentive. Their progress, on the whole, pretty fair. The instruction is not in general intelligently given, nor is the progress answerable to the number of pupil-teachers allowed. The Curate of the parish superintends the school, and seems interested in its success.
220. Attercliffe, Boys' . . .	25 Sept. 111	00	220	122	1. Desks against the wall; loose benches; master's table and desk; a large gallery at the end of the room. 2. A very fair supply. 3. Six classes, under master and three pupil-teachers. 4. Very fair: some of the lower children restless and inattentive. 5. Monitorial, under trained master and three pupil-teachers (one of the fourth, one of the third, one of the second year): the pupil-teachers have kept their classes for one month at a time. 6. 118 has been here five years and a quarter: is an intelligent man, and earnest in his work, but not pleasing in his manner. 7. There is evident improvement in this school since the introduction of pupil-teachers, but there is still a want of tone in it. The pupil-teachers are rather broad in their dialect. The progress of the children is generally creditable.
221. Attercliffe, Girls' and Infants' . . .	" 165	11	221	151	1. Parallel desks, in two rows, down the side of the room; mistress's desk and table. 2. A very fair supply. 3. Five classes, under mistress and one pupil-teacher, with irregular monitors. 4. Good: the tone of the school is pleasing; the children are quiet, cheerful, and very attentive. 5. Monitorial, under mistress and one pupil-teacher, with monitors who are now candidates for the apprenticeship. 6. She has been here 1 1/2 years; is a highly respectable woman, with excellent influence over the children; not high attainments. 7. This is entirely a separate school from that of the boys', and under different management. The girls are making creditable progress: there should be two or three additional pupil-teachers allowed for this and the infants' room, in which there are about 80 children under a young woman. They are very clean and neat, but I had no leisure to examine them. The clergyman (Mr. Blackburn) and his daughter are equally zealous and intelligent in the care of these schools. The effect of their careful superintendence is very plain and satisfactory.
222. Sheffield, St. Philip's; Boys' . . .	25 Sept. 99	.	182	120	These schools were visited (Dec. 19). I can report no improvement in the boys' school, where there is the same teacher, and the same great want of books. The common reading-book is Holy Scripture, which is badly read, and little known. The first class read history, but know very little about it; the instruction in grammar is formal. The master is about to leave, and proceed to the flying school at Gk. The children are both irregular and unpunctual in attendance. I do not see much change in this school. Perhaps there is a little improvement in discipline. Like the boys', it is very insufficiently furnished with books and apparatus. Holy Scripture is the chief lesson-book.
223. " Girls' . . .	" 215	97	133	250	1. Desks (double) in the centre of the room; loose benches; master's desk, clock, &c. 2. Very fair supply. 3. Eight classes, under master and three pupil-teachers, with monitors from the first class. 4. Generally good; a little hindered by the crowded state of the classes. 5. Monitorial, under master, with three pupil-teachers (two of the third, and one of the second year), and other monitors; the pupil-teachers have kept their classes for three or four months at a time. 6. He has been here eight years and a half; has a certificate of merit; and is a cheerful, industrious teacher, with considerable knowledge of school keeping. 7. This school is in a very satisfactory state, and a striking contrast to some of those in the town of Sheffield. The ladies of the district, and other managers, Messrs. Watson, are very active in it. The number of children in attendance is much greater than the size of the room allows. To-day there are 375 children in space intended for 243, 85 more than allowed for. There are difficulties about making additional accommodation, which may, I trust, speedily be settled.
224. Pilsmoor, Boys' . . .	27 Sept. 185	95	170	165	

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
225. Pitmoor, Girls'	1850. 27 Sept.	143	104	159	116	1. Double desk in the centre of the room: loose benches; mistress's desk, &c. 2. Very fair supply. 3. Seven classes, under mistress and two pupil-teachers, with other unpaid monitors. 4. Generally good. 5. Monitorial, under mistress for some months. 6. She has been here above 13 years; is a careful teacher, and very fair disciplinarian. 7. This school is held in the same room with the boys', separated by a low partition. The pupil-teachers have good skill in their calling. There should be another apprentice, for one has retired to become a shoe-binder, and there is no fresh candidate. The children are far too much crowded in class; but the general state of the school is satisfactory, and a proof of what may be done under ordinary circumstances. The children in these schools sing well, and with evident pleasure.
226. Wentworth, Girls'	30 Sept.	81	18	22	70	This school was inspected and reported on (November 18th). The mistress is about to leave, as she finds herself unequal to the higher instruction of the pupil-teachers. The discipline and tone of the school continue as satisfactory as before. An improvement might be made in the internal arrangement by the substitution of parallel desks for those against the wall.
227. " Infants'	"	82	27	22	95	1. Gallery and furniture for infants' school. 2. Good supply. 3. Six classes of the older and two of the younger children, under mistress and assistant, both trained at Home and Colonial, with a girl monitor, now a candidate for apprenticeship. 4. Good; children neat, clean, and cheerful. 5. Collective and simultaneous lessons in gallery. Monitorial, in classes. 6. She has been here ten weeks; seems well-taught, and fond of her work. 7. This is an infants' room in the same building with the girls'; and under the same management; the property of, and entirely supported by, Lord Fitzwilliam. I had not leisure to examine it at all fully, but it is apparently in a satisfactory state.
228. Sheffield (Central), Carvers; Boys'	1 Oct.	240	267	273	260	1. Desks against the wall, and double desk down the centre of the room. 2. A fair supply of books: some maps are much wanted, and a new arrangement of desks. 3. Ten classes (some of them very large), under a master and five pupil-teachers. The class benches are fixed into the floor; very inconvenient arrangement. 4. Very fair, especially for so large a school; children in the upper classes generally attentive. 5. Monitorial, under a master and five pupil-teachers (of the first year), with other monitors, one of whom is now a candidate. The pupil-teachers have kept their classes for a month at a time, and teach remarkably well. 6. He has been here two years and two months, and has done a very good work in that time; there is much improvement both in the discipline and intelligent instruction of the children. 7. This is the old parish church school of Sheffield, under the management of 12 trustees, some of whom are dead, and none official people. The internal arrangements, classes, desks, &c., are very inconvenient; floor out of repair; supply of maps and black-boards insufficient. From the death of one, and illness of other clergymen, connected with the parish church, this school seems to have received less attention than usual of late; the work of the master is, therefore, more creditable.
229. " Girls'	"	169	163	178	210	1. Desks against the wall; fixed benches; large gallery at the end of the room; mistress's desk, clock, &c. 2. A very fair supply of books and tolerable of maps. 3. Ten classes, under mistress, and four pupil-teachers (of the first year), with other monitors, one of whom is now a candidate. 4. Fair, on the whole; too much talking in the younger classes and general inattention. 5. Monitorial, under mistress and four pupil-teachers of the first year; the pupil-teachers have kept

their classes for a month at a time, in general. 6. She has been here nine years, has much quickness in teaching, but seems impatient of advice and over-sensitive. 7. This school held in room over the boys', and equally inconvenient in its internal arrangements and fittings up; the floor an inclined plane. The pupil-teachers seem to need instruction in the art of teaching—a great contrast to the boys' in this respect. The general progress is only moderate: the instruction is a good deal by rote, and mechanical. Reading is indifferent; the girls seem to have been accustomed to answer only simultaneously. I can observe little improvement here since the introduction of pupil-teachers.

This school has been reported on (January 22). There has been a change of masters in that period; in other respects the arrangements are the same. The discipline is much affected by a quantity of very young children fit only for an infant room (108 out of 240) are said to be under the age of seven years). There is much want of slates and black-boards. The progress of the boys fair for the circumstances. The master seems cheerful in his work; has been here only six months. A change of mistresses here since last visit. The mistresses do not give intellectual instruction to the pupil-teachers. The girls are in very fair order, but in a very low state as to instruction. The children in the second class can hardly read tolerably. The attendance of the girls is said to be very irregular and unpunctual, and their stay in the school very short.

1. Desks against the wall; loose benches; master's desk. 2. A very fair supply of books, maps, stands, and apparatus. 3. Five classes of boys and four of girls, under master, with infant mistress and three pupil-teachers. 4. Good; children generally quiet and attentive, clean, neat, and orderly. 5. Mortal, under trained master, with three pupil-teachers (two boys and one girl—two of second and one of first year), and mistress in the adjoining infants room, and other monitors, one of whom is now a candidate. 6. The master has been here ~~one year~~ ^{two years}, has a certificate of merit, is a careful and intelligent teacher, with good skill and success in school-keeping. The mistress has been here four months, is pleasing in manner and seems earnest in her duties. 7. A mixed school—these sexes being separate when seated—in a very creditable state of discipline and progress. Many of the children are absent from the infants room from the prevalence of measles. The state of this school reflects much credit both on the managers and the master. The clergyman (Rev. J. W. Howard) takes much pains with it. Parallel desks would be a great improvement in arrangement, and a class-room would be valuable. There is much improvement since last visit, and it is now a very satisfactory school. Great pains has been taken with the reading, which is far more careful and expressive than at other schools in the neighbourhood.

1. Desks against the wall; loose benches with backs; mistress's desk, &c. 2. A fair supply of books and maps; only a tolerable quantity and quality of slates. 3. Five classes, under mistress and two pupil-teachers, with other monitors of the first class. 4. Generally good; children quiet and attentive, clean and neat, rather too much crowded. 5. Mortal, under mistress and two pupil-teachers (one of the third and one of the fourth year), who take the upper classes by turns of a week at a time; there are other monitors, one of whom is a candidate. 6. She has been here 19 years, a fair teacher, and exercises a very wholesome influence over the children. 7. This is a girls' school in the suburbs of Sheffield, entirely supported by the Misses Harrison, who are kindly interested in its success. Some fresh books would be useful; slates also are wanted. The progress of the children is very creditable on the whole. The infants are generally clean, neat, and healthy in appearance; they seem to be intelligent and kindly taught. The mistress has been a teacher five years, and was brought up in the school from the age of two years.

This school was inspected December 18th. The present master has improved the order and internal arrangements much since that time. The state of instruction has not yet reached the level of good town schools, but is evidently more full and intelligent than before. It seems from the master's return that, with an attendance of 180 boys, 206 have entered and 210 left during the last year. Most of the children are very young. The new mistress has been only two months, seems cheerful and earnest; she has a certificate of merit. This school has fallen off much owing to the rapid change of teachers, and is now in a low state of attainments. The girls are in good order, making moderate progress. The pupil-teachers do not seem to have had regular instruction in teaching. All possible efforts have been made by the managers to restore these schools to their once flourishing condition.

230. Sheffield Park, St. John's; Boys' . . .

2 Oct.

184

240

231.

" Girls' . . .

"

141

15

232. Wadley,

Boys', Girls', & Infants' .

3 Oct.

171

184

233. Weston,

Girls' & Infants' .

4 Oct.

156

170

234. Sheffield, St. Mary's; Boys' . . .

7 Oct.

128

165

235.

" Girls' . . .

"

131

150

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
238. Sheffield, St. Mary's, —(continued.) Infants.	1850. 7 Oct.	163	.	.	.	The infants are divided into 12 classes when not in the gallery. The room is well furnished for infant-school. The children are in good order, healthy in look, clean, and generally neat, and making fair progress. There are a good many gallery lessons. The mistress is a motherly woman of some experience; she has two girl-assistants, and manages the little ones very well. The singing is too loud; the children answer questions in Scripture History, mental arithmetic, &c., very fairly. Altogether this is a pleasing school, although the instruction seems a little formal.
237. Hovey, Mixed.	8 Oct.	52	.	.	70	1. Desks against the wall: loose benches; master's desk: benches with books. 2. A tolerable supply of books and maps; two black-boards. 3. Four classes of boys, three of girls, under master, and a girl monitor as sewing mistress in the girls' part. 4. Moderate; much unpunctuality; a good deal of talking and restlessness. 5. Individual chiefly. The master has no assistance at present. 6. He has only been here six months, is an intelligent man, and questions with care and some skill. 7. This is a mixed school in a populous district near Sheffield, where Church education seems to have been neglected till lately. Most of the children are very young and attend unpunctually. The children have not yet made much progress, and seem to require stricter discipline. One of the boys told me that all their masters had called them "an awkward lot." The clergyman (Rev. H. Jones) is determined to improve the state of education in his parish.
238. Stainbro', Hood Green	11 Oct.	50	30	35	60	1. Parallel desks, raised, in three rows at one end of the room, with fixed benches; master's desk; loose benches; teachers' boxes, &c. 2. A fair supply of books, maps, and black-boards. 3. Three classes under master, without any paid assistant. 4. Very fair, considering the circumstances of the place and character of the population. 5. Monitorial, under trained master, with unpaid monitors from the first class. There is a sewing mistress (the master's sister) for one hour and a half in the afternoon. 6. He has a certificate of merit, has been here two years, and is now about to leave to take a situation in the "Huddersfield College," a dissenting place of education, having been educated at the Diocesan Training School. 7. A mixed school in an agricultural, partly mining, district, where a new building has been erected, and the school is supported entirely by the chief landed proprietor, Mr. Vernon Avenworth. The children are making pretty fair progress. No grammar is taught nor History of England. A few of the boys answer intelligently in geography: they are said to be the remains of the first class, the rest being gone to work.
239. Oulton, Girls' . . .	14 Oct.	70	14	21	85	1. Double desk at one end of the room and single desk against the wall: loose benches; mistress's table, master's seats, &c. 2. A fair supply of books, maps, and black-boards. 3. Four classes, under trained mistress and two pupil-teachers, with another paid monitor. 4. Moderate; too much talking and inattention during lessons. 5. Monitorial, under mistress and two pupil-teachers of the first year, with another monitor, paid her school fee for her services. The pupil-teachers have kept their classes for three weeks at a time. 6. She has been here three years, has a certificate of merit, is an active woman, but not, I think, a good disciplinarian. 7. A girls' school on the borders of the manufacturing district, in an agricultural village, supported entirely by the squire, Mr. Blayds, and his family, and carefully watched over by his

daughters. The progress does not seem equal to what might be fairly expected. The managers think that the girls are very nervous, and unable to answer questions in an examination. I am not inclined to think that this is the case to any extent.

1. Parallel desks, in two rows, at one end of the room; large gallery at the other, clock, &c. 2. A very fair supply; some more slates would be useful. 3. Five classes, some of boys and girls mixed, others of boys or girls, under master and young man. 4. Fair; children generally quiet and attentive, clean and neat. 5. Class-teaching, under untrained master and young man (not highly qualified, paid 3s. per week), without monitors or other assistance. The master's who is sewing mistress. 6. He has been here two years and three-quarters, is a man of some intelligence, does not make sufficient use of the gallery, nor seem to have much knowledge of method; a year's training would be very valuable to him. 7. A mixed village school, supported entirely by Lord Harewood, and most carefully visited by the ladies of his family. There should be a pupil-teacher or well-qualified assistant in it. The upper class average about five years stay in the school. No candidates, at present, from peculiar circumstances. The progress of the children is pretty fair; their reading is not very careful, and they are below average in geography; intelligent in writing and arithmetic. I cannot think this school equal to the care and liberality bestowed upon it.

This school was visited and reported December 8th. It has improved since that time, though the state of discipline is somewhat hindered by the very young class, and the knowledge of grammar is small; in other points the progress is creditable. The master deserves praise. Improvements have been made in the offices ^{from last} year: the room is badly adapted for sound.

1. There has been a change of teachers here since last inspection. Parallel desks, in two rows, at one end of the room; loose benches, mistress's desk; and tables. 3. Five classes, under trained mistress, with certificate, and one pupil-teacher. 4. Desks, table, a good deal of talking and whispering. 5. Monitorial, under mistress and one pupil-teacher, the first year, with monitors, rapid, of the first class. The pupil-teacher kept her class for a week at a time. 6. She has been here three months; has a good class certificate; this is her first year, and she has made much knowledge of discipline. 7. This school is held in a room over the boys; the boys are set in assemblies placed at the bottom of the stairs at the entrance. The girls make moderate progress, much below average in arithmetic and grammar, and not good readers. Great pains is taken with the needlework, which is said to be highly satisfactory.

1. Parallel desks—five groups, in four rows each, with fixed benches; master's desk, teachers' seats, clock, &c. 2. A fair supply. 3. Six classes, under master and six pupil-teachers. 4. Pretty fair; too much talking, restlessness, and inattention to the reading-lesson. 5. Monitorial, under trained master and six pupil-teachers (two of the third, three of the second, and one of the first year), with unpaid monitor from first class. The pupil-teachers have kept their classes all the year. 6. He has been here two years and a-half, is a conscientious, painstaking man. 7. The attendance to-day is nearly 100 below the average given, without any apparent reason; also, with average attendance of 250, 435 are returned as admitted, and 403 left! The children are very unpunctual. This is said to be unavoidable, as they are obliged to take their fathers' breakfasts. Much improvement might be made in the room by hangings to prevent the echo. The progress of the boys is pretty fair; their knowledge of geography and history is below average, and their acquaintance with Scripture moderate. There are great difficulties in teaching in so large and lofty a room. The clergyman (Rev. W. Mercer) has been very zealous in the cause of education.

1. Desks against the wall; loose benches with backs; mistress's desk and table; clock, &c. 2. A very fair supply of books, maps, and black-boards. 3. Eight classes, under mistress and six pupil-teachers. Some of the classes are too large for reading-squares, and are subdivided for reading lessons. Very fair; a little too much talking and restlessness in the lower classes. 5. Monitorial, under mistress (untrained), with certificate, and six pupil-teachers (two of the third, three of the second, and one of the first year), and monitors, unpaid, from the first class. Pupil-teachers keep classes for a month. 6. She has been here five years, is a diligent, trustworthy woman, rather nervous as a teacher. 7. A large and very important school, to which a liberal supply of pupil-teachers has been allowed, but where, on account of the size of the classes, some more would be very useful. The room is very large and ill-adapted for sound, which in some degree, a hindrance to the teachers. The progress of the girls is fair; the lower classes evidently need more intelligent instruction.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.	
245. Ecclesall (National), Boys.	1850. 23 Oct.	58	12	32	60	1. Desks against the wall; loose benches; master's desk; clock, &c. 2. A very fair supply of books: only moderate maps and black-boards. 3. Four classes under master and two pupil-teachers. 4. Very fair; children quiet and orderly—generally attentive and cheerful. 5. Monitorial, under untrained master, with certificate, and two pupil-teachers (of the third year), who have kept their classes for a month at a time. Other monitors from the first class. 6. He has been here seven years, has a certificate of merit, is a painstaking, intelligent and careful teacher. 7. There is a want of some larger maps and new slates in this school. The ventilation also, might be improved; it depends now entirely on the windows and doors. The progress of the first class is very satisfactory. There is a wide interval between it and the second.
246. Ecclesall, Parsonage, Girls.	23 Oct.	87	24	23	75	1. Single desks looking into the room; mistress's table; small gallery. 2. A fair supply of books and maps: more slates and black-boards would be useful. 3. Six classes of girls (and in the lower ones a few little boys) under mistress and two pupil-teachers. 4. Very fair; children quiet, clean and neat; rather too much crowded in class. 5. Six classes under untrained mistress, with two pupil-teachers (of the second year). 6. She has been here nearly a highly respectable woman; manages the children well; but is very nervous. 7. The two lower classes should be in an infants' room, as they are very young, and rather crowd the other children. Much pains taken by the clergyman (Rev. W. H. Vale, whose property the school is) and his wife to improve the children in the school. The progress is tolerable. The instruction seems to be too formal; and answers are allowed too much in the words of the book.
247. Ecclesall, Grey-stones, Girls.	23 Oct.	69	23	31	64	1. Desks against the wall; loose benches; teacher's table; clocks, &c. 2. A fair supply of books and maps. 3. Four classes (of girls, with a few little boys) under mistress and two pupil-teachers. 4. Very fair: the children clean and neat; generally quiet and attentive. 5. Monitorial, under untrained mistress, with two pupil-teachers (of the second year), other monitors of the first class. The pupil-teachers have kept their classes for a month. 6. She has been here nine years and a quarter, has a certificate of merit: is a painstaking and intelligent woman, and deserves much credit for her work here. 7. The lower part of the school should be in an infant-room. The floor wants some repair. The progress of the children is creditable. The first class answer with considerable intelligence; but are rather deficient in arithmetic.
248. Royston, Mixed.	24 Oct.	66	4	38	90	1. Desks against the wall; loose benches; master's desk; work-table; clock. 2. A tolerable supply of books and maps, two large black-boards. 3. Five classes of boys and girls under master, with his wife, as sewing mistress. 4. Very fair: too much talking in the lower classes, which are of very young children. 5. Monitorial, under trained master, with monitors, unpaid, from the first class. 6. He has been here one year; has a certificate of merit; is a very diligent man in his calling, and has done a fair work since he has been here. 7. A mixed school in an agricultural village, where the parents are very ignorant. There is decided improvement in the manners and instruction of the children since my last visit. The room is very cold, though warmed by two fire-places. There should be one pupil-teacher in this school. The progress is creditable.

249. Sheffield, George's, Infants' . .	23 Oct.	102	124	155	160	1. Desk against the wall (in the class-room); large gallery; loose benches of different heights; card stands, &c. 2. A fair supply. 3. Three divisions—when not in gallery subdivided into 15 drafts, under mistress and three pupil-teachers; the two older divisions are in parallel drafts, seven of each sex on each side of the room, and the younger ones in the class-room. 4. Very fair: the little ones are generally clean and neat, and tolerably quiet. 5. Monitorial, under untrained mistress and three pupil-teachers (of the first year), with little monitors, unpaid, for the drafts. The pupil-teachers take their charge for a day at a time. 6. She has been here one year and a half, is pleasing in manner, and seems interested in her duties. 7. Many children absent from sickness, at present. The measles are very prevalent in the district. The expediency of dividing an infant-school (in which there are pupil-teachers) into many drafts, seems very questionable, as the advantage of the direct instruction of the pupil-teacher is lost, the drafts being chiefly under the charge of the little monitors. The progress of the children is fair. Their answers in Holy Scripture somewhat formal. They sing pretty well, and go through the usual exercises with spirit.
250. Leeds, St. Peter's; Boys . .	28 Oct.	196	130	246	212	1. Parallel desks in three rows, at one end of the room: loose benches; master's desk; clock, &c. 2. Only a poor supply of reading books. 3. Six classes (lately thrown together out of ten), under master and five pupil-teachers, with untrained monitors from the first class. Some of the classes are very large. Very fair: much improved since last visit. 4. Very fair: the little ones are generally clean and neat, and tolerably quiet. 5. Monitorial, under untrained mistress, with certificate, and five pupil-teachers (three of the third year, and two of the first year), with other monitors from the first class. The pupil-teachers keep their classes for a month at a time. 6. He has been here nearly one year, and has taken great pains with his school, which is, in many respects, disatisfactorily circumstanced. 7. This ought to be a very important school; but it is, by no means, in a satisfactory state: there are many very young children in it, fit only for an infants' school. The room is not neat; the benches very much so, and exposed to many annoyances. This school was inspected and reported on (March 21st). The attainments of the boys are yet very small. Only two classes reading words of more than one syllable. Only three boys who can work a sum in practice. About three-fifths of the school reading monosyllables or learning their letters: the religious knowledge of the children is scanty, even of the Church Catechism: still there is some progress since last inspection. This school also was inspected March 21st. There seems to be little change or improvement since that time. The mistress has only been ten months in her situation, and has many and great difficulties to contend against. The knowledge of the children is very small, and their state of discipline moderate. In all respects this school is unworthy of the great parish church of Leeds. There is great want of books, apparatus, new rooms, play-grounds.
251. " Girls' . .	•	101	89	93	113	1. Parallel desks, in three rows, at one end of the room; master's desk. 2. A very fair supply of books, maps, and black-boards. 3. Six classes, under master, and six pupil-teachers. 4. Good: children clean and neat, orderly, and generally attentive. 5. Monitorial, under trained master, with certificate, and six pupil-teachers (two of the third year, and four of the second year). The pupil-teachers have kept their classes for a month at a time. 6. He has been here five years and a quarter: is an intelligent and diligent teacher, and cheerful in the discharge of his duties. 7. The internal arrangements of this school have been much improved since last year, by the introduction of parallel desks, and by the removal of the younger children into the adjoining library as a classroom. This school is a good instance of the benefits derived by pupil-teachers. The progress of the boys is very creditable in all the common subjects, and the manner of learning the more advanced is greater than usual. Constant attention has always been paid by the clergyman (Rev. W. Sinclair) to the improvement of education in his district, and the result is, that his schools are amongst the best in the north of England.
252. Leeds, St. George's; Boys . .	29 Oct.	159	136	155	168	1. Parallel desks, in six rows, on one side of the room, with benches to them; loose benches; mistress's table. 2. A very fair supply. 3. Five classes (the lowest with some boys in it), under mistress and three pupil-teachers, with other monitors. 4. Very fair: a little hindered by the very young children in the lower classes. 5. Monitorial, under trained mistress, with certificate, and three pupil-teachers (of the second year), with other (unpaid) monitors of the first class. 6. She has been here seven years and a half; has a certificate of merit, is a very praiseworthy, sensible woman, earnest and conscientious in her duties. 7. This school has also been improved by the introduction of parallel desks, and would be much relieved by the removal of the two lower classes of very young children. The progress is respectable in the usual branches, and about the average number of children learning them.
253. " Girls' . .	29 Oct.	135	118	130	122	1. Parallel desks, in six rows, on one side of the room, with benches to them; loose benches; mistress's table. 2. A very fair supply. 3. Five classes (the lowest with some boys in it), under mistress and three pupil-teachers, with other monitors. 4. Very fair: a little hindered by the very young children in the lower classes. 5. Monitorial, under trained mistress, with certificate, and three pupil-teachers (of the second year), with other (unpaid) monitors of the first class. 6. She has been here seven years and a half; has a certificate of merit, is a very praiseworthy, sensible woman, earnest and conscientious in her duties. 7. This school has also been improved by the introduction of parallel desks, and would be much relieved by the removal of the two lower classes of very young children. The progress is respectable in the usual branches, and about the average number of children learning them.

Tabulated Reports, in detail, on Schools inspected by the Rev. F. Watkins—continued.

Name of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
254. Leeds, Christ Church; Boys.	1850. 30 Oct.	165	49	96	140	1. Desks against the wall; loose benches; master's desk; clock, &c. 2. Only a moderate supply of books, either in quantity or quality, fair of maps, black-boards, &c. 3. Six classes under master and five pupil-teachers. 4. Fair in some of the lower classes (of young children) are restless and noisy. 5. Monitorial, under untrained master and five pupil-teachers (four of the third, and one of the second year), with unpaid monitors of the first class. The pupil-teachers have kept their classes for a month. 6. He has been here three years and three quarters, is a very respectable man, truly diligent in his work. 7. This school has not increased in numbers, nor improved in other respects, during the last two years. About one-third of the children are workers in mills. The room is insufficiently warmed, and the supply of books is poor. Some new slates, also, should be provided. A fresh candidate was proposed and examined, but there is hardly room for him at present. The progress of the boys is tolerable. They have a poor knowledge of geography, and are below average in other subjects. The two lower classes are fit only for an infant school. The clergyman (Rev. J. D. Hilton) has been very anxious to improve the state of the school, but has met with great difficulties.
255. " " Girls.	" "	71	127	103	67	1. Desks against the wall; loose benches; mistress's table. 2. A fair supply of books, black-boards and stands; some of the maps in very bad state. 3. Seven classes (the lowest, of infants in a separate room), under mistress and three pupil-teachers. 4. Very fair; children quiet, generally clean and attentive. 5. Monitorial, under mistresses (trained at Westminster) and three pupil-teachers (two of the fourth, and one of the third year), with other monitors (of the first class) unpaid. The pupil-teachers have kept their classes for two months at a time. 6. She has been here rather more than a year; is pleasing in manner and seems to have very fair attainments. 7. This school has fallen off very much in numbers in the last two years, partly, it is said, owing to the goodness of trade, which makes the parents require the children's work, either at home or in the mill. It is chiefly in the upper classes that the deficiency is to be seen. A fresh candidate has been examined, but there is no room for her. The room is insufficiently warmed. The progress of the girls is fair. The pupil-teachers seem to have no more skill in teaching than the apprentices in the boys' school. On the whole, these schools are not in a satisfactory state; with accommodation for 660 children, there are only 210 in average attendance.
256. Rotherham, Parkgate, Mixed.	31 Oct.	146	57	66	125	1. Parallel desks in six rows, in the centre of the room, on the British and Foreign plan; master's desk; large gallery. 2. A good supply of books, maps, and apparatus. 3. Six classes of each sex, who repeat their lessons together, and are seated in separate parts of the room when not at work. 4. Fair, as far as could be judged under the circumstances. 5. Monitorial, under trained master and class of monitors (about 40 in number) paid 6s. per annum for the whole number. 6. He has been here two years, is intelligent as a teacher, but with too good an opinion of himself and his school. This was the day of the public examination, when the room was crowded with the friends and parents of the children, and the managers and their friends. The children were all placed in the gallery and examined en masse—a very bad plan. The progress of the children seems only tolerable, especially in knowledge of Scripture history. In geography, grammar, and history of England, they are not on a level with other schools where they have such advantages. The building, &c., is the property of Lord Fitzwilliam, and the school is liberally supported by him. He was present, with other members of his family, at the examination.

General Report, for the year 1850, by Her Majesty's Inspector of Schools, Rev. E. DOUGLAS TINLING, M.A., on the Schools inspected by him in the Counties of Somerset, Dorset, Devon, and Cornwall.

MY LORDS,

November, 1850.

I BEG leave to lay before you my general Report on the schools which I have visited during the past year, with a short statement of the success which has attended the practical working out of the Minutes of 1846, as regards the apprenticeship of pupil-teachers in the different schools.

From the date of my last Report, up to the present month, so much of my time has been occupied in various official engagements and examinations of different kinds, that although, with the exception of a single day, my whole time has been employed in the public service, I have only been able to give 157 days to the simple act of school inspection. During this period I have visited, according to the instructions conveyed to me by the Secretary, 13 schools in the Rev. H. Moseley's district, in 11 of which pupil-teachers were apprenticed. The names of the schools are appended:—

Names of Schools.	Description.	Number of Apprentices.	Certificated Teachers.
Ditton's Marsh . . .	Mixed .	2	Mistress certificated.
	Infants' .	..	
Melksham . . .	Boys' .	1	
	Girls' .	1	
Steeple Ashton . . .	Infants' .	1	Mistress certificated.
Swindon . . .	Girls' .	4	
Trowbridge Trinity . . .	Boys' .	2	
Westbury . . .	Girls' .	3	Mistress certificated.
	Infants' .	..	
	Boys' .	4	
Warminster . . .	Girls' .	2	Mistress certificated.
	Infants' .	1	

In my own district I have visited* 203 schools, 22 of which have been twice inspected; in 132 of these schools there are apprentices who are receiving instruction under 129

Note.—I have thought it advisable to calculate the number of apprentices and certificated teachers in the schools, in which the indentures of the apprentices bear date in November or December, 1850; although I have not been able in any way to include them in the Summary A and B.

teachers; in three schools the masters, being married, have been allowed to instruct the female apprentices at the same time with their own male pupil-teachers, the mistresses being always required to be present.

The following tables will show at one view—

1st. The names of schools visited in which apprentices have been sanctioned, or in which there have been certificated teachers, during the past year.

2nd. Schools visited during the past year, but in which there have not been up to this time either apprentices or certificated teachers.

3rd. A list of schools unvisited during the past year, but open to the visits of Her Majesty's Inspector.

• TABLE No. 1.

Names of Schools.	Description.	Number of Apprentices.	Certificated Teachers.
SOMERSETSHIRE.			
Bath, Central School, Weymouth House	Boys'	4	Mistress certificated.
	Girls'	2	
Walcot, St. Swithin's	Boys'	5	
	Girls'	2	Mistress certificated.
Abbey and St. James	Infants'	3	
Lyncombe, St. Mark's	Boys'	1	
„ and Widcombe.	„	3	
	Girls'	2	
Beacon Hill	Mixed	1	
St. Saviour's	Boys'	1	Master certificated. Mistress „
Combe Down	„	1	
Bristol, Bedminster	„	7	
	Girls'	5	
Nailsea Parochial	Boys'	2	
	Girls'	1	
Christ Church*	„	1	
Wraxall	„	1	
Wraxall	Boys'	1	
Failand	Mixed	1	
	Boys'	1	
Clevedon	Girls'	1	
Portishead	Mixed	4	Mistress certificated.
Radstock	„	1	
Paulton	„	2	
	Boys'	1	Master certificated.
Evercreech	Girls'	1	
	Mixed	1*	
Lovington	Boys'	3	Master certificated.
Yeovil	„	2	
	Girls'	1	
Bridgwater, Dr. Morgan's	Boys'	2	Mistress „ Master „
	Girls'	1	
Cannington	Boys'	2	
	Girls'	2	Master certificated.
Taunton, Holy Trinity	Boys'	3	
	Girls'	2	
Central	Boys'	3	
	Girls'	1	

* Pupil-teacher dismissed since November 1850.

TABLE No. 1—*continued.*

Names of Schools.	Description.	Number of Appren- tices.	Certificated Teachers.
SOMERSETSHIRE.			
North Curry	Boys' . .	1	
	Girls' . .	1	
Bishops Hull	Mixed . .	1 S. M.	
Pitminster	" . .	1	
Martock	Boys' . .	1	Master certificated.
	" . .	2	" "
Milverton	Girls' . .	2	
	Boys' . .	3	
Weston-super-Mare	Girls' . .	2	
DORSETSHIRE.			
Dorchester	Boys' . .	1	Master certificated.
	Girls' . .	1	
Wimborne Minster	Boys' . .	3	Master certificated.
	Girls' . .	3	
Blandford	Boys' . .	4	Master certificated.
	Girls' . .	2	
Enmore Green	Mixed . .	2	Mistress certificated.
Sutton Waldron	" . .	2	Master " "
	Boys' . .	3	" "
Shaftesbury	Girls' . .	2	Mistress " "
	" . .	1	" "
Gillingham	Mixed . .	1	Master " "
Milton Abbas	Boys' . .	2	
Sherborne	Mixed . .	2	Mistress certificated.
Corsecombe	" . .	1	
Marshwood	" . .	2	Master certificated.
Broadwindsor	" . .	1	
Rampisham	" . .	4	Master certificated.
Wareham	" . .	1	
Osmington	" . .	2	
Whitchurch Canonorum	" . .	2	
DEVONSHIRE.			
Exeter, Episcopal	Boys' . .	5	Master certificated.
	Girls' . .	2	
Central	Boys' . .	3	Master certificated.
	Girls' . .	2	Mistress " "
National	Boys' . .	4	
	Girls' . .	2	
Exmouth	Boys' . .	1	
Dawlish	" . .	1	
St. Mary's Church	" . .	1	Master certificated
Torquay	" . .	3	(left).
Woolborough and Highweek	" . .	1	
Kingsteignton	Mixed . .	1 S. M.	
	Boys' . .	2	
Plympton St. Mary	Girls' . .	1	
	Boys' . .	6	Master certificated
Plymouth, Charles-street	Girls' . .	3	since inspection.
St. Andrew's Chapel	Boys' . .	1	
Stonehouse	" . .	2	Master certificated.
Devonport, St. James	" . .	3	" "
	" . .	2	
Tavistock	Girls' . .	4	
	Boys' . .	2	Master certificated.
Milton Abbot (Free)	Girls' . .	1	

TABLE No. 1—continued.

Names of Schools.	Description.	Number of Apprentices.	Certificated Teachers.
DEVONSHIRE.			
Bideford, Longbridge	Boys'	3	Master certificated.
	Girls'	1	
Northam	Boys'	1 S. M.	
	Girls'	1 S. M.	
Appledore	Mixed	2 S. M.	
Barnstaple	Girls'	2	
Pilton	Boys'	1	
Chittlehampton	Mixed	1	
	Boys'	2	
Hifracombe	Girls'	2	
Drewsteignton	Mixed	1	Master certificated.
	Boys'	2	
Axminster	Girls'	2	
	Boys'	1	
Woolborough and Highweek	Boys'	1	
CORNWALL.			
Truro, West Cornwall Central School*	Boys'	4	Master certificated.
	Girls'	3	Mistress , ,
Kenwyn, St. George's	Mixed	3	„ „
St. Mary's	Boys'	1	
Redruth	„	1	
Baldin'	Mixed	2	
Gwennap	Boys'	1	
Penryn	„	3	
Mylor Bridge	Mixed	4	
Illogan	Boys'	3	Master certificated.
Trevenson	„	3	„ „
Pool	Girls'	1	
Crowan	„	2	
Tuckingmill	Boys'	1	
	„	2	Master certificated.
St. Erth	Girls'	1	
Porthleven*	Mixed	1	
St. Buryan	Boys'	1	
Chasewater	„	2	
	„	1	
Polruan	Girls'	1	
St. Austell	Boys'	2	
Altarnon	„	1	
	„	2	
Launceston	Girls'	2	
Callington	Boys'	1	Master certificated.
Hessenford	Girls'	2	
Deviock	Boys'	1	
St. Breage	„	2	Master certificated.
Stratton	„	1	
Isles of Scilly, St. Mary's	Mixed	2	
	Infants'	1	
Tresco	Mixed	2	
St. Ewe	„	2	Master certificated.

* One pupil-teacher passed the final examination, and left school.

† Pupil-teacher, by request, removed to Salisbury Training Institution.

TABLE No. 2.

Names of Schools.	Description.	Names of Schools.	Description.
SOMERSETSHIRE.		DORSETSHIRE.	
Walcot—St. Swithin's	Infants'.	Wool.	Mixed.
North Petherton	Boys'.	Stinsford	Girls'.
Freshford	Girls'.	Maiden Newton	Boys'.
Bridgwater	Mixed.	Melcombe Regis.	Girls'.
Martock	Infants'.	Motcombe	Infants'.
Weston, Bath	Girls'.	Devonport	Boys'.
St. Saviour's, Bath	Infants'.	St. Stephen's	Girls'.
Midsomer Norton	Boys'.	St. Paul's	Boys'.
Downside	Girls'.	St. Andrew's Ch.	Girls'.
Frome { National	Mixed.	Plymouth { Charles	Infants'.
Trinity	Boys'.	Torquay, Yonge's	Boys'.
Ch. Ch.	Girls'.	Devonport { St. Paul's	Girls'.
Corston	Infants'.	St. Andrew's Ch.	Boys'.
High Littleton	Mixed.	Charles	Girls'.
Coleford	Boys'.	Torquay	Infants'.
Wrington	Girls'.	Bideford	Mixed.
Bishops Sutton	Mixed.	Buckland Dinham	Boys'.
Clutton	Infants'.	Sandford	Girls'.
Norton, St. Philip	Mixed.	Halberton	Boys'.
Compton Martin	Boys'.	Cornwall	Girls'.
Banwell	Girls'.	Penryn	Boys'.
Shipham	Mixed.	Portleven	Girls'.
Congresbury	Boys'.	Chasewater	Boys'.
Bishport	Girls'.	St. Austell	Boys'.
Chew Magna	Mixed.	Illogan	Infants'.
Compton Bishop	Girls'.	Mylor Bridge	Boys'.
Bridgwater, Eastover	Mixed.	Camborne	Girls'.
Middlezoy	Boys'.	Tuckingmill	Boys'.
Yatton	Girls'.	The Isles of Scilly, Tresco	Girls'.
Pill	Boys'.	Redruth	Girls'.
Coxley	Mixed.		
Wooskey	Boys'.		
Penzelwood	Girls'.		
Berrow	Mixed.		
Catcott	Boys'.		
Mark	Closed.		

TABLE No 3.

SOMERSETSHIRE.		
Ash.	Bagborough, West.	Hambridge.
Aller.	Crewkerne.	Hornington.
Brent, East.	Carle Carey.	Ilchester.
Bradford.	Coombe Florry.	Keinton Mandeville.
Butleigh.	Chilton-upon-Polden.	Kingsdon.
Brushford.	Cheeldon Fitzpaine.	Linnington.
	Elworthy.	Mudford.

TABLE No. 3—continued.

SOMERSETSHIRE.	DEVONSHIRE.	DEVONSHIRE.
Marston Magna.	Alphington.	Salcombe.
Monksilver.	Ashburton.	Seaton.
Montacute.	Awliscombe.	Street.
Nettlecombe.	Ashton.	Silverton.
Nailsea, Ch. Ch.	Berry-Narbor.	Tipton.
Pennard, East.	Bishops Nympton.	Up Otery.
Pilton.	Bratton Fleming.	Stoke Damerel.
Petherton, North.	Buckfastleigh.	Winkleigh.
Rimpton.	Bickleigh.	Warkleigh.
Stoke Trister.	Bishops Tawton.	Westdown.
Seavington.	Buckland, West.	Withycombe Rawleigh.
Shipton Beauchamp.	Beworthy.	Witheridge.
Stogumber.	Boovey Teacey.	Yarlscombe.
Temple Combe.	Blackawton.	
Wiveliscombe.	Black Torrington.	CORNWALL.
Weston Zoyland.	Brideaux, St.	Boscastle.
Wootton, North.	Bratton Clovelly.	Bodinnic.
Wincanton.	Bratton.	Blazey, St.
Writhlington.	Broad Chist.	Bodmin.
	Budleigh Salterton.	Columb Mayor, St.
DORSETSHIRE.	Colyton Rawleigh.	Cusgarne in Gwennap.
Allington.	Barnstaple, Trinity.	Cardyham.
Alton Paucas.	Colmstock.	Devoran.
Burton, East.	Cadeleigh.	Falmouth.
Black Down.	Coldbrook.	Fecock, St.
Broadmayne.	Colyton.	Gulval.
Compton, Nether and Over.	Cheriton Bishop.	Ive, St.
Cann, St. Rumbolt.	Chittlehampton.	Ives, St.
Callestock.	Dunsford.	Lezant.
Chadstock.	Dittisham.	Launcells.
Child Okeford.	Ermington.	Lerrin.
Chideock.	Exbourne.	Ludgvan.
Farnham.	Egg Buckland.	Morwinstow.
Farnham (Gypsy School).	Farringthor.	Merrymeet.
Fishpound Bottom.	Holsworthy.	Mabyn, St.
Hinton St. Mary.	Halcombe Burnell.	North-hill.
Holt (Wimborne Minster).	Harberton Ford.	Pelynt.
Hawkechurch.	Huish, North.	Peranzabuloe.
Halstock.	Highampton.	Petherwyn, North.
Hampreston.	Hatterleigh.	Penzance.
Ibberton.	Loxhore.	Quethiock.
Iwerne Minster.	Lew Trenchard.	Saltash.
Kinson.	Lynton.	Sancreed.
Langhton Matravers.	Membury.	St. Just.
Lytchett Minster.	Meavry.	Tywardreath.
Lyme Regis.	Modbury.	Warbstow.
Morecombe Lake.	Noss Mayo.	Wendron.
Portland, Isle of, St John's.	Okehampton.	Zennor.
Pimperne.	Paignton.	Tideford.
Poole.	Stoke Gabriel.	
Stourpaine.	Rose Ash.	
Verwood.	Shebbear.	
WinterbourneWhitchurch.		

It will thus appear that the practical result of the Minutes of 1846 has been in this district to set to work, within the space of four years, no less a number than 129 different teachers in the instruction and training of apprentices. Under these teachers, and assisting them day by day in the education of the children of the poor, 256 pupil-teachers and seven stipendiary monitors

are apprenticed, of whom, I trust, the great body are prepared to devote their lives to the teaching of Christ's little ones.

It is a source of much real satisfaction to me to be enabled to report favourably both of the religious and intellectual improvement of these apprentices and teachers as a body during the past year. They appear to realize more fully, as far as my judgment goes, the importance of their position as teachers and trainers of immortal souls—they are more simple in thought and language, and more apt in imparting their information to the children.

This important staff of teachers, advancing year by year in efficiency, is indeed doing a great work throughout this district, perhaps as great as the time and circumstances would allow. The number of children in attendance on school where there are apprentices is increasing; the general instruction is more general and useful; whilst at the same time the religious knowledge is decidedly improved, is more extensive, better understood, and made more practical.

Thus much is most favourable; yet, withal, the removal from school of the children at a very early age continues as heretofore to be an obstacle to any great and permanent improvement in the education and religious training of the children of the poor; the percentage of children in attendance on school over 10 and 11 years of age is comparatively small, and until something can be done to enable the children to remain under instruction longer than they do at present, little, very little, can be effected. Individual children may be found here and there whose natural talent and industry combined tend to raise them above their school-fellows; these, by the kind intervention of friends, may be kept a little longer at school, and so prepared to fill some higher and more important position in society; but these are, indeed, the exceptional cases, the great body of children, scarcely advanced from infancy, are still compelled to enter upon the labours, and trials, and difficulties of the world—to meet its temptations, sins, and vices, when they ought to have been continued under proper teaching and training until such time as their characters might be formed, and their principles strengthened, to enable them to undertake, with a sense of moral responsibility, the duties of their respective callings.

It is, however, a great comfort, whilst lamenting the early removal of the children from school, to reflect that the instruction now afforded to them is more extensive than formerly, more practical in many respects, and more likely to hold its impress upon their minds; and that being built up upon the sure word of God, and in connexion with the teachings of the Church of England, it is, as it were, a seed of great things cast into the ground, sound and good, which may, under God's blessing, yet shoot forth in days to come, and bear fruit unto life eternal.

The annual examinations of the pupil-teachers having taken place, and their stipends being allowed, is a proof that in attainment they have advanced at any rate to some extent satisfactorily. I am anxious to bear testimony, not only to this intellectual improvement, but moreover to the moral and religious progress which is no less evidenced by the continuance of their apprenticeship.

The characters given to me, not only in the written certificates, but in conversation with the clergy and school-managers, of the apprentices are highly gratifying. I am assured that these young persons are individually (with very few exceptions) striving to do their duty as those who must give account at the day of God.

Of only one apprentice have I received from the clergy and school-managers a decidedly unsatisfactory certificate of moral and religious conduct. It may be well to mention the answer which was officially returned to the clergy and school-managers by your Lordships on this occasion—

Their Lordships cannot sanction either payment or continuance in cases where the certificates are so unsatisfactory.

Of the candidates, too, for apprenticeship I have also received excellent certificates, with two exceptions; in both cases the candidates were on this account rejected.

Two instances have occurred where it has been my painful duty to report unfavourably of the religious teaching in certain schools wherein pupil-teachers were apprenticed, in consequence of which the gratuities to the teachers have been withheld, and the further recognition of the apprentices made entirely conditional upon the improvement of the religious knowledge of the school children.

—One other case I would name to show that intellectual attainment is in no way the only object which is effected by the practical working of the Minutes of 1846.

In a school I visited “to ascertain whether the remaining terms of the conditional grant of augmentation to which that schoolmaster was entitled by his certificate of merit had been duly fulfilled,” your Lordships withheld the gratuity, to which otherwise the master would have been entitled, on account of “his want of skill and efficiency as a teacher, and because of the certificates of the school-managers being unsatisfactory.”

I mention this case because in a Report of a local Board of Education upon this very school, and after this very visit of inspection, it is stated, “It is manifest* that no guarantee is afforded by a Government inspection for more than cleverness on the part of the teacher, not in any degree for the real object of all Christian education, the inculcation of Christian truth, and the moral training of the children in habits of humility,

* Vide Tenth Annual Report of the Liskeard Local Board of Education.

reverence, and submission." Whereas it was the weakness of the teacher in these, his practical duties, "his want of skill and efficiency as a teacher, and the certificates of the school-managers being unsatisfactory," which induced your Lordships to show your disapprobation by withholding the gratuity. Had the writer of the local Report examined the certificate of this particular master (and I would most strongly recommend all school-managers to examine the certificates of their teachers, as the comments of Her Majesty's Inspectors written upon them are made to testify the power and ability of those who hold them as teachers and trainers of little children), he would have seen that the opinion of Her Majesty's Inspector with respect to his capability as a teacher was unsatisfactory; and had he afterward inquired into the matter, he would have ascertained that your Lordships were in no way satisfied with his possession of a certificate, unless he were able to organize and conduct a school for the real and permanent benefit of the children of the poor.

It is my most firm conviction that the Government measure, practically, has been the means, up to this time, not only of raising the standard of intellectual attainment, but also in no less proportion of increasing the amount of religious teaching in our schools, and of making it more sound and more extensive.

In considering the progress of education amongst the children of the poor during the last few years, there is one point to which many have turned their thoughts and attention, but in which no very great success appears as yet to have been obtained, viz., the introduction of industrial employment in connexion with the teaching in our national and parochial schools. I fear that there is very little in my district (at any rate in the schools under inspection) to offer as examples for others, though I would mention the few cases in which outdoor employment is given to boys, or industrial work to any extent to girls, under the hope of calling increased attention to the subject.

With regard to the former, I append the written statement given to me in the autumn of last year by two of the masters of the Lady Basset's schools in Cornwall. Lady Basset is a most kind and earnest educationalist, most anxious for the welfare of the poor, and most liberal in the support of anything which tends to their advantage.

Garden Allotments at Trevenson's School

The extent of the ground attached to the premises is rather less than half an acre, one-third of which is appropriated to the master's use for potato-ground, and one quarter more for a kitchen garden; the remaining part is divided into twenty-two shares, each containing 18 square feet, and are distributed to the most industrious, regular, and well-conducted boys belonging to the first and second class, at the annual rental of 1s. per plot.

Lady Basset pays the rent of the field, and supplies manure and tools.

The work is superintended by the master, assisted by the pupil-teachers, both in his own and the boys' gardens.

At the time of sowing and planting, the boys are allowed to work during school hours; but at other times, when weeding only is required, they are encouraged to work at the time allotted for recreation, and before and after school hours. The boys are ever ready to work, either in their own or in their master's time.

It is here kindness of disposition and obliging manners towards each other are cultivated, habits of neatness taught, and honesty inculcated and observed.

Gooseberries, raspberries, currants, and strawberries are allowed to ripen unmolested on the borders of the walks, which are alike accessible to all.

Each little allotment presents a miniature kitchen garden, as there may be seen sometimes growing in one bed, carrots, leeks, onions, beets, parsley, cabbages, and potatoes.

The gardens are closely watched till the time of ingathering, and then with great delight the produce is taken home and the profits announced.

Books have been provided, in which the outlay and value of produce are inserted.

Richard Hancock's Account of Garden.

Cash Dr.			Contra Cr.		
1850.		s. d.	1850.		s. d.
Aug.	To cabbages . .	3 0	Mar. 29	Paid for cabbage plants	0 6
Oct.	Ditto . . .	2 0	June 3	" brocoli plants	0 4
" To leeks . . .	1 0		July 28	" cabbage plants	0 3
June	To onions . . .	1 0	Mar. 15	" leek seed . .	0 2
			Sept. 30	" rent of garden	1 0
1851.				Balance on hand . .	7 3
Jan.	To brocoli . . .	2 46			
		9 6			9 6

Joseph Gribble's Account of Garden.

Cash Dr.			Contra Cr.		
1850.		s. d.	1850.		s. d.
Feb. 12	To onions . . .	2 6	Feb. 12	Cost of onions . . .	1 0
June 18	To cabbages . .	2 0			
Sept	To onions . . .	5 0	1849.		
Mar.	To leeks . . .	4 0	Dec. 5	Paid for cabbage plants	0 3
			1850.		
			Apr. 14	" onion seed . .	0 6
				" leek seed . .	0 3
				" rent of garden	1 0
				Balance on hand . .	10 6
		13 6			13 6

List of Profits on each Plot.

No.		s. d.	No.		s. d.
1	Balance of profits .	7 3	12	Balance of profits .	5 0
2	" . . .	10 6	13	" . . .	6 8
3	" . . .	6 9	14	" . . .	6 0
4	" . . .	5 3	15	" . . .	6 2
5	" . . .	6 0	16	" . . .	6 3
7	" . . .	5 8	17	" . . .	6 0
8	" . . .	4 0	18	" . . .	4 2
9	" . . .	7 0	19	" . . .	6 1
10	" . . .	6 6	20	" . . .	6 3
11	" . . .	6 9	21	" . . .	6 9
			22	" . . .	5 9

Illogan Church-Town School, August.

There is a small piece of ground attached to this school, consisting of about 66 Cornish perches (62 yards). This belongs to the master as part of his salary. The ground is cultivated entirely with the spade by the master and boys. It is cultivated as a small farm on the three-crop system, viz., two green and one barley. The barley is generally of but little value, being greatly injured by birds and neighbours' poultry. The difficulty of procuring manure is a great obstacle to its productiveness.

It was at first intended that the elder boys should have a piece of garden at rent, but this was not found to answer here, for several obvious reasons. 1st. Because every father of a family almost has a garden attached to his house. 2ndly. In consequence of the boys living so far from the school they could not bring the manure without much inconvenience. 3rdly. Every one who has more manure than he wants for his own garden, can get a piece of potato-ground of a neighbouring farmer without rent, in consideration of the farmer having the benefit of the manure for the future corn crop. 4thly. Our boys are too young to till a garden with any neatness or success. 5thly. The rapid revolution in the school, and consequently boys removing before the crops are come to perfection. 6thly. The elder boys are by far the most frequently absent, and that often at the very time when the garden requires most attention. As it is carried on at present, the boys work under the immediate supervision of the master, between the hours of one and two o'clock, so that the work does not interfere with the learning.

SILAS OKE.

In speaking of the garden as a part of the master's salary, it might be stated that land in this locality is about 2*l.* per acre of 180 Cornish perches.

In connexion with the school teaching for girls, a plan adopted at Porthleven school, Cornwall, appears worthy of notice; it is simple and inexpensive. Its principal object is to provide good and serviceable clothing for the poor by means of the needlework of the school children. A stock of material was first given by the Rev. Canon Rogers and Mrs. Rogers (the founders and chief supporters of the school); good patterns of clothing were then procured, and from this material, according to the patterns, a variety of almost every kind of dress for men, women, and children is made and disposed of at half-yearly sales at the school. After which one-third of the sale price is given in clothing to the maker of the article, one-third given to the mistress for her additional trouble and day-labour, and one-third, with some few donations, is expended on fresh material. Mrs. Rogers, in writing on the subject, states—

Great interest is shown in our plan; the mothers will sometimes order what they want, and the size they require, and then it is made up immediately. The fisherman's wife has great difficulty in finding time for needlework for her usually large family, so that I hope to make the little hands very useful. We continue our morning instruction with great spirit, &c.

Another school in my district, where washing cooking, and other industrial work is performed by the children, is Chardstock, upon the confines of Dorsetshire and Somersetshire. I regret to say that I have been unable to see this school in work,

but I append a letter and the rules of the school, which have been kindly sent to me by the vicar of Chardstock, the Rev. Charles Woodcock :—

Chardstock, 25 November 1850.

* * * * *

The school was opened in the summer of 1849, and brought into full operation only last winter, the number of girls increasing as funds come to hand. Up to the present time six having made satisfactory progress for periods varying from nine to twelve months, have been put out to service, and the vacancies filled up by others, leaving ten still in the school; of these, seven, according to the original plan, are taken from the poor families of the parish, the remaining three are placed in the school by friends and patronesses at a distance. The advantages offered by the school (notwithstanding our rules require every girl, whatever her period of training, to repay 5*l.* to the funds, as well as the amount of her outfit, about 3*l.* more, swallowing up the whole of her first year's wages) are evident from the number of pressing entreaties that children may be taken in. That the education here afforded is valued by their employers, is clear from the increased wages they are disposed to give to girls so trained, in comparison with those who have received no such advantages, and from the applications made for these girls far exceeding our means of supply. The question more frequently submitted to me than any other with regard to this experiment is, "how do you find employment for the girls so as to prevent idleness?" My answer is, that three girls are constantly employed at the vicarage, under the nurse, the cook, and the house and parlour maid. The other seven have to wash and iron their own clothes, with the assistance of a washerwoman, those of the matron and schoolmistress, and all the inmates of the vicarage. 12 persons, including children and servants, making, in all, the linen of 24 individuals, great and small. They have to cook their own dinner, and prepare their own meals in every way, as well as those of the schoolmistress and pupil-teachers, who feed at a separate table, and in a superior manner, in the parlour, and they will next year (D V.) cook everything that is eaten at the vicarage also. They bake bread twice a-week for as many persons as they wash; they clean the schoolmistress's parlour, which is, in fact, a diminutive drawing-room, four bedrooms, the kitchen, larder, and scullery, and a school-room, 60 feet by 20 feet, with the courts and yards adjoining, daily, as well as that part of the church which is used for daily service, besides scrubbing all these floors, including the church, once a-week. All this, besides two hours' needlework in the evening; and the preparation of Sunday-school lessons, leave them not much time to look, each one to their own flower-border, and to keep down weeds in the kitchen garden. You ask whether the school answers my expectation? It will not do this until I can superadd an industrial school for boys, who shall save the expense of a gardener and shoemaker. In short, though I am most thankful for pecuniary aid that goes far towards meeting the expenditure of 200*l.* per annum, yet I shall never be satisfied until the cultivation of land and other industrial occupations within the establishment help to diminish our outlay very considerably.

How this is to be effected at present I cannot see; but my attention is now being directed to the feasibility and desirableness of transferring the children of a union workhouse to a school of industry attached to, and, with a view to economy, under the same government as my present school for servants. If this can be effected, I have no doubt of the beneficial result to all parties. No one can see and deplore more deeply than I do the ruinous and pauperising effect of our present workhouse education, if such it can be called.

Believe me to be, &c.,

The Rev. E. D. Tinsley.

(Signed)

CHARLES WOODCOCK.

Industrial School for Training Servant Girls at Chardstock, Dorset.

The wings of the building, with the offices adjoining, were erected in 1849, as appendages to the National and Sunday School, which forms the

centre of the group. They originated in an anonymous donation of 50*l.*, afterwards doubled by the donor's brother, and the liberal encouragement afforded by the Committee of Council on Education to industrial schools. They comprise a residence for a schoolmistress and a matron, including a parlour, with sleeping-rooms, a kitchen, washhouse, laundry, and other offices.

The object is to relieve in some measure the families of a peasantry whose earnings do not average six shillings a-week throughout the year.

It is proposed to board and lodge a certain number of girls, selected for their good conduct and aptitude, from the upper classes of the day and Sunday schools, and to train them for service, a mode of relief hitherto almost untried, but calculated, as it is conceived, to do the poor the most lasting good, and to supply a deficiency (much, and perhaps not unjustly, complained of) in intelligent and principled servants. The satisfactory reports of some of those hitherto sent out from Chardstock fully warrant the attempt.

As a general rule, girls will not be admitted before the age of fifteen, by which time it is found that a diligent and well-conducted child has acquired as much learning as is necessary for her station in life.

These girls are kept constantly and actively employed, in rotation, in all the various branches of domestic service, one set relieving another at proper intervals, in order that each girl in turn may be fully instructed in every department. When judged capable they will be placed, as a reward, in eligible situations.

They will be taught plain cookery, to make and to bake bread, to wash and iron, and to get up fine linen, to scour boards, clean furniture, and wait at table, with all other branches of household work. They will be further instructed in cutting out and making their own clothes, in mending and darning linen, and perfected in knitting and all plain needlework. The matron will superintend each department of service, and the schoolmistress the needlework.

While the admission of pupils to the training-school will depend mainly on their having passed creditably through their respective schools, it is not to be supposed that their moral and religious education will cease here. Their previous course having secured to them the training required by the Church, their preparation for confirmation and communion will ever be kept in view.

In all cases the subscription must be paid before Christmas, excepting subscriptions of eleven guineas, which may be paid in two moieties, at Christmas and Midsummer. Annual subscriptions of any amount are earnestly sought, and the kind offices of collectors of small periodical sums will be much valued.

As the primary object of this training-school is to afford encouragement to industry, cleanliness, and good conduct, especially in the parish where it is established, the first efforts of its supporters will be directed to the raising of means sufficient to secure the gratuitous board and education of ten girls of the parish yearly.

The rules and regulations that guide this institution are chiefly such as have been found to work well in other establishments of a kindred nature. All subscriptions and donations will be thankfully received, through post-office orders, or in half notes, by the Rev. Charles Woodstock, Vicarage, Chardstock, near Chard, or at Stuckey's Bank, Chard, on account of the Chardstock Industrial School.

Whilst in the schools in which there are pupil-teachers apprenticed, I have been able to report on the whole satisfactorily, I have not found a proportionable advance in the smaller schools which I have had time to visit. The simple act of teaching has been, generally speaking, too little considered. The power of imparting information to little children with ease and simplicity is of the utmost importance in a teacher; without it the instruction which is given is dull and

wearisome, with its life and animation pervade the school. No time and attention honestly given to the study of the art of teaching will ever be thrown away. In connexion with the subject of teaching, as groups of parallel desks are now becoming almost general, and the children are being instructed in them orally as in a gallery, I would recommend those teachers who still find difficulty in making frequent use of them to carry out the following suggestions:—

1. That the row of desks most distant from the teacher should contain the most advanced children of the class. The least forward children should be placed nearest to the teacher.
2. That, by way of emulation, the different rows of desks should be held in different degrees of honour; and that children should, at the end of a lesson or of a day, or upon some defined and stated ground, assume the higher, or be degraded to the lower row. Any children coming late to school, behaving ill in school, or for any offence for which such a punishment might be thought beneficial (the disposition of the child being always considered), should be placed in the lower row, or nominal section of the class. This, with the increased numbers in the different classes, would be very feasible, and I have found it work well where I have recommended it. With respect to oral teaching, great benefit is to be derived from it; the interest of the children is aroused, and much information is acquired by them. But nevertheless I feel very strongly the necessity of the mind being at the same time disciplined by some really hard work, some committal to memory, some learning of rules, &c., lest that which is so readily learned should be as easily forgotten. A word of caution may be of service with regard to the simultaneous answering, which is frequently allowed in many schools. However great the benefit by way of encouragement to very little children, and children wearied with any particular lessons, yet, unless each child is taught at the same time to answer for himself, and to take his own part in his class, the time will come when, upon leaving school, he will find that he has learned but little to any purpose if he has trusted to others for his replies, and depended upon them for the first sound or word in his lesson.

I cannot close my report without stating that, although much is being effected in the teaching and training of the children of the poor, and especially in the education of those who are to form our future teachers; yet the longer I am permitted to

take my share in the work, the more I realize the greatness of that work, and the more urgent does the need appear to me for increased exertion on the part of all who have the welfare of the poor at heart, to endeavour to gather within the walls of our schools those many souls now wandering abroad without any instruction or training whatsoever, who might still be taught, but in a while will be beyond our reach.

Allow me to take this opportunity of expressing my thanks to the clergy and school-managers who have so kindly assisted me during the past year, to whose friendly co-operation much of the benefit resulting from our official visits of inspection must be ever due.

I have the honor to be, &c.,

E. DOUGLAS TINLING.

To the Right Honorable

The Lords of the Committee of Council on Education.

SUMMARIES OF

SUMMARY A.

. The numbers in each of the following columns depend upon this first column. The results given,—being those of actual Inspector

161	34,798	17,134	18,371	46	252	1.18	.48	1.48	10.09	13.15	Per Centage* of Children Learning											
											Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Arithmeti		
																				Fractions and Decimals.	Proportion and Practice.	Compound Rules

* Taken on number

SUMMARY B.

Aggregate Annual Income, as stated by Managers.				
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
523 8 9	5,778 9 2½	1,099 8 9½	2,992 19 11½	1,706 0 0

RESULTS OF INSPECTION.

SUMMARY A.

Inspection only, between 1 November, 1849, and 31 October, 1850,—are not to be taken as complete accounts of the District.

as far as			Per Centage* of Children										Per Centage of Children Aged							
			Writing						Reading				7	8	9	10	11	12	13	14
			On Paper.		On Slates.				Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.								
			Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.													
Division.	Addition.	Numeration or Notation.	2.07	37.	7.12	32.07	44.11	28.25	20.	30.23	39.2	40.77	14.37	13.41	11.52	8.14	5.3	3.48	3.01	

present at examination.

SUMMARY B.

Aggregate Annual Expenditure, as stated by Managers.				
TOTAL.	Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	TOTAL.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
12,100 6 8½	9,760 2 9	956 0 7	2,684 12 6	13,400 13 10

INDEX to TABULATED REPORTS on 174 Schools inspected by Rev. E. DOUGLAS
TINLING, between 20 November, 1849, and 31 October, 1850.

1. THE NUMBERS IN PARENTHESES ARE THE TOTALS OF THE PUPILS IN THE SCHOOLS.

NAME OF SCHOOL.	Description.	Number.	County.
Axminster	B. and G.	61	Devonshire.
Altarnun	B.	143	Cornwall.
Anstel, St.	B. and G.	113	Ditto.
Appledore	M.	85	Devonshire.
Bath, Central, Weymouth House	B. and G.	3 and 164	Somersetshire.
" Walcot, St. Swithin's	B. G. and Infants	2 and 162	Ditto.
" Abbey and St. James'	Infants	4 and 163	Ditto.
" *Lyncombe and Widcombe	B. and G.		Ditto.
" Beacon Hill	B. and G.	52 and 161	Ditto.
" St. Saviour's	B. and G.	54	Ditto.
" Weston	G. and Infants	53	Ditto.
Blandford	B.	150	Dorsetshire.
"	G.	156	Ditto.
Broadwindsor	B. and Infants	45	Ditto.
Bridgwater, Dr. Morgan's	B.	37	Somersetshire.
"	G.	36	Ditto.
" St. John's, Eastover	Infants	38	Ditto.
"	G.	68	Ditto.
Bishop's Hull	M.	34	Ditto.
Barnstaple	G.	93	Devonshire.
Bideford	Infants	88	Ditto.
" Longbridge	B. and G.	87	Ditto.
Bishport	M.	107	Somersetshire.
Banwell	B. and G.	164	Ditto.
Buckland Dinham	M.	96	Ditto.
Bishop's Sutton	M.	97	Ditto.
Buryan, St.	B. and G.	131	Cornwall.
Breage	M.	7 and 128	Ditto.
Baldin	M.	118	Ditto.
Berrow	M.	158	Somersetshire.
Corcombe	M.	43	Dorsetshire.
Callington	B.	80	Cornwall.
Chasewater	B. and G.	114	Ditto.
Crowan	G.	122	Ditto.
Camborne	B. and G.	127	Ditto.
Curry, North	B. and G.	35	Somersetshire.
Cannington	M.	39	Ditto.
Corston	M.	72	Ditto.
Coleford	G.	78	Ditto.
Clutton	M.	98	Ditto.
" Coombe Down	B.	101	Ditto.
Compton Martin	M.	103	Ditto.
Chew Magna	B.	108	Ditto.
Compton Bishop	M.	109	Ditto.
Coveley	M.	147	Ditto.
Congresbury	M.	106	Ditto.
Catcott	M.	159	Ditto.
Chidehampton	M.	94	Devonshire.
Dorchester	B.	50 and 152	Dorsetshire.
"	G.	59 and 153	Ditto.
Devick	M.	29 and 142	Cornwall.
Dilton's Marsh	M. and Infants	23	Wiltshire.
Downside	M.	57	Somersetshire.
Drewsteigton	M.	91	Devonshire.
Dawlish	B.	49	Ditto.
Devonport, St. James'	B.	64	Ditto.
"	M.	65	Ditto.
" St. Stephen's	Infants	66	Ditto.
"	B.	62	Ditto.
" St. Paul's	Middle.	63	Ditto.
"	B.	73	Ditto.
Enmore Green	M.	14 and 169	Dorsetshire.
Ewe, St.	M.	8 and 139	Cornwall.
Erth, St.	B. and G.	136	Ditto.
Exeter, Episcopal	B. and G.	47	Devonshire.
" Central	B. and G.	46	Ditto.
" National	B. and G.	48	Ditto.
" St. James'	B. and G.	12	Ditto.
Exmouth	B. and G.	50	Ditto.

Index to Tabulated Reports on 174 Schools inspected by Rev. E. Douglas Tinling,
&c.—(continued.)

NAME OF SCHOOL.	Description.	Number.	County.
Failand	M.	19	Somersetshire.
Frome, Trinity	Infants	69	Ditto.
„ Christ Church.	Infants	70	Ditto.
„ National	B. and G.	71	Ditto.
Freshford.	M.	20	Ditto.
Gillingham.	G.	16 and 170	Dorsetshire.
Gwennap.	B.	125	Cornwall.
„	G.	126	Ditto.
Halberton	B. and G.	146	Devonshire.
High Littleton	B. and G.	77	Somersetshire.
Hessenford	M.	28 and 141	Cornwall.
Ilfracombe	B.	89	Devonshire.
„	G.	90	Ditto.
Illogan.	B.	115	Cornwall.
„	G.	116	Ditto.
Kingsteiguton	M.	99	Devonshire.
Ken	M.	174	Somersetshire.
Launceston.	B. and G.	84	Cornwall.
Milton Abbas.	M.	17	Dorsetshire.
Marshwood.	M.	44	Ditto.
Maiden Newton.	„	156	Ditto.
Melcombe Regis	B. G. and Infants	167	Ditto.
Motcombe	B. and G.	171	Ditto.
Melksham	B. and G.	26	Wiltshire.
Martock	B. and G.	41	Somersetshire.
Milverton	M.	51	Ditto.
Midsomer Norton.	B. and G.	55	Ditto.
„	Infants	56	Ditto.
Middlezoy	M.	141	Ditto.
Mary Church, S.	B.	9	Devonshire.
Mylor Bridge.	M. and Infants	117	Cornwall.
Milton Abbot.	B.	82	Ditto.
„	G.	83	Ditto.
Mark	„	160	Somersetshire.
Norton, St. Philip	Infants	102	Ditto.
Northam.	B. and G.	86	Devonshire.
Osmington	M.	166	Dorsetshire.
Petherton North	B. and G.	11	Somersetshire.
Pitminster	M.	40	Ditto.
Pill	B.	144	Ditto.
Penzelwood.	M.	149	Ditto.
Pilton	B. and G.	95	Devonshire.
Plymouth, Charles	B. G. and Infants	74	Ditto.
„ St. Andrew's Chapel	B. and G.	67	Ditto.
Plympton St. Mary	B. and G.	75	Ditto.
Penryn	B. and G.	5 and 119	Cornwall.
Portleven.	B. and G.	6 and 129	Ditto.
Pool.	G.	121	Ditto.
Pulruan Lanteglos.	B. and G.	138	Ditto.
Rampisham.	M.	154	Dorsetshire.
Redruth	B. and G.	140	Cornwall.
Sutton Waldron.	M.	15 and 168	Dorsetshire.
Sherborne	B.	42	Ditto.
Stinsford and Bockhampton	M.	101	Ditto.
Shaftesbury	B. and G.	172	Ditto.
Shipham	M.	105	Somersetshire.
Stonehouse	B.	68	Devonshire.
Sandford, near Crediton	B. and G.	145	Ditto.
Stratton	B. and G.	92	Cornwall.
Scilly, Isles of, St. Mary's	M.	132	Ditto.
„ „ „	Infants	133	Ditto.
„ „ Tresco	M.	134	Ditto.
„ „ „	Infants	135	Ditto.
Steeple Ashton.	G.	25	Wiltshire.
Swindon	Infants	24	Ditto.

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Index to Tabulated Reports on 174 Schools inspected by Rev. E. Douglas Tinling, &c.—(continued.)

NAME OF SCHOOL.	Description.	Number.	County.
Taunton, Central	B. and G.	33	Somersetshire.
Holy Trinity	B. and G.	32	Ditto.
Tor, Yonge's	G. and Infants	73	Devonshire.
Torquay	B. G. and Infants	2	Ditto.
Truro, West Cornwall, Central.	B. and G.	137	Cornwall.
Kenwyn, St. George's.	M.	123	Ditto.
St. Mary's.	B.	124	Ditto.
Tuckingmill	B. and G.	130	Ditto.
Trevenson	B.	120	Ditto.
Trowbridge, Trinity.	G.	27	Wiltshire.
Tavistock	B. G. and Infants	81	Cornwall.
Wool	M.	60	Dorsetshire.
Wimborne Minster	B. and G.	157	Ditto.
Wareham	M.	165	Ditto.
Wraxall	B. and G.	18	Somersetshire.
Wrington	G. and B.	79	Ditto.
Wookey	B. and G.	148	Ditto.
Weston Super Mare	B. and G.	173	Ditto.
Woolborough and Highweek	B.	100	Devonshire.
Willand	M.	10	Ditto.
Warminster	B.	30	Wiltshire.
.	G. and Infants.	31	Ditto.
Westbury	B.	21	Ditto.
.	G. and Infants	22	Ditto.
Yatton	B. and G.	112	Somersetshire.

WILTS, DORSET, SOMERSET, DEVON, AND
CORNWALL.

*Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, the
Rev. E. DOUGLAS TINLING, for the Year 1850.*

TABULATED REPORTS, in detail, for Year 1850, on Schools inspected by H. M. Inspector of Schools, Rev. E. DOUGLAS TYNLING.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
1. Lyncombe and Widcombe, Boys'...	1849. 20 Nov.	83	39	48	110	A boys' school under a master, assisted by three pupil-teachers, and three monitors (paid and clothed by the Bath Central School Committee at Weymouth House). The master superintends the whole school, but he has not sufficiently made it his work to instruct the classes himself. The discipline is quiet and orderly. The paid monitors do not receive extra instruction from the master, and are less advanced than the upper boys in the first class. The reading of the children in this school is very moderate; their replies upon Holy Scripture very deficient. The English history, geography, and English grammar have been studied with some amount of care and labour, and the knowledge of the children upon these subjects is fair, considering their age and previous information. There is a need of improvement throughout the school in method and instruction. The desks are placed at moderate; the books and apparatus very deficient; no secular reading-book, except the Bible. The school is under a mistress, aided by two pupil-teachers, and four monitors (paid and clothed by the Bath Central School Committee at Weymouth House). The little children might be much advanced by more lessons, which would also be beneficial to the apprentices as teachers. The discipline is too much continued, though, at the same time, there has been a struggle for earnest and painstaking; she teaches the children with much animation, and her lessons of the Scriptures very fair, and the replies of the children satisfactory. The secular knowledge is very good, and with a certain amount of success, excepting in arithmetic, which is very deficient. The needlework is very good and quantity.
" " Girls'.	" "	84	..	..	94	" " The Bath Central School Committee at Weymouth House). The paid monitors receive extra instruction from the master, and are less advanced than the upper boys in the first class. The reading of the children in this school is very moderate; their replies upon Holy Scripture very deficient. The English history, geography, and English grammar have been studied with some amount of care and labour, and the knowledge of the children upon these subjects is fair, considering their age and previous information. There is a need of improvement throughout the school in method and instruction. The desks are placed at moderate; the books and apparatus very deficient; no secular reading-book, except the Bible. The school is under a mistress, aided by two pupil-teachers, and four monitors (paid and clothed by the Bath Central School Committee at Weymouth House). The little children might be much advanced by more lessons, which would also be beneficial to the apprentices as teachers. The discipline is too much continued, though, at the same time, there has been a struggle for earnest and painstaking; she teaches the children with much animation, and her lessons of the Scriptures very fair, and the replies of the children satisfactory. The secular knowledge is very good, and with a certain amount of success, excepting in arithmetic, which is very deficient. The needlework is very good and quantity.
2. Walcot, St. Serithin Boys'...	21 Nov.	171	..	..	206	A boys' school, divided into ten classes, under a master, three pupil-teachers, and three monitors (paid and clothed by the Bath Central School Committee at Weymouth House). The paid monitors receive extra instruction from the master, and are less advanced than the upper boys in the first class. The reading of the children in this school is very moderate; their replies upon Holy Scripture very deficient. The English history, geography, and English grammar have been studied with some amount of care and labour, and the knowledge of the children upon these subjects is fair, considering their age and previous information. There is a need of improvement throughout the school in method and instruction. The desks are placed at moderate; the books and apparatus very deficient; no secular reading-book, except the Bible. The school is under a mistress, aided by two pupil-teachers, and four monitors (paid and clothed by the Bath Central School Committee at Weymouth House). The little children might be much advanced by more lessons, which would also be beneficial to the apprentices as teachers. The discipline is too much continued, though, at the same time, there has been a struggle for earnest and painstaking; she teaches the children with much animation, and her lessons of the Scriptures very fair, and the replies of the children satisfactory. The secular knowledge is very good, and with a certain amount of success, excepting in arithmetic, which is very deficient. The needlework is very good and quantity.
" " Girls'.	" "	93	56	60	103	A girls' school, divided into six classes, under a mistress, two apprentices, and four monitors (paid and clothed by the Bath Central School Committee at Weymouth House). The mistress is good, and quiet, and more blended with the daily lessons. The discipline is good, and the children are gentle, she disciplines her children well, and with expression, the general information of the children is very good, and with a certain amount of success, excepting in arithmetic, which is very deficient. The needlework is very good and quantity.
" " Infants	" "	136	..	..	..	An infant school, under a mistress, an assistant-teacher, and one monitor. The mistress is good, and quiet, and more blended with the daily lessons. The discipline is good, and the children are gentle, she disciplines her children well, and with expression, the general information of the children is very good, and with a certain amount of success, excepting in arithmetic, which is very deficient. The needlework is very good and quantity.

3. Bath (Central), Boys' . . .	22 Nov.	186	107	120	173	A boys' school, divided into ten classes, under a master, aided by three pupil-teachers and nine monitors, (paid and clothed by the Committee of this Central School). The discipline is only moderate. The method at this time is purely monitorial, the apprentices merely filling the places of former monitors. Much good might be derived from oral instruction being given by the pupil-teachers. The master is an intelligent person, and questions his children from very nicely. The reading is very fair, writing good, arithmetic sound. The replies made by the children upon religious subjects satisfactory, geography, history, and English grammar very fair. The desks are placed round the walls: the supply of books very deficient.
•	•	•	39	34	99	A girls' school, divided into five classes, under a mistress, aided by an apprentice, and six candidates for pupil-teachers. The discipline is good. The monitorial system skill carried out. The mistress, certificated, is a pleasing, intelligent person, well fitted for the work, and doing much good in her school. The general information of the upper children, both upon religious and secular subjects, is satisfactory; but the lower classes are not soundly taught. The desks are placed against the wall: apparatus moderate: school furniture limited; there is a deficiency in good secular books.
4. Bath, Abbey and St. James'. Infants' . . .	22 Nov.	203	150	156	180	An infant school, under a mistress, assisted by eight of the girls from the first class in the girls' school, who act as monitors, and who receive payment and clothing from the Committee of the Bath Central School. The discipline is excellent. The children are taught upon the infant system. When the class are in the gallery, the monitors are allowed to be in their own school; and then, as soon as the infants have had their oral lessons, the monitors return for the reading. The mistress appears intelligent and well-informed; she proposes to offer herself as a candidate for certificate. This is an excellent school; the instruction sound and good. There is an inner room in which the very little children are placed under one of the elder children. The apparatus and school-furniture are very fair.
5. Penryn, Boys' . . .	27 Nov.	125	34	30	140	A boys' school, divided into seven classes, under a master, aided by two pupil-teachers and seven monitors, all candidates for apprenticeship, and all instructed by the master out of school-hours. The discipline is good. The classes are taught collectively by the master and by the apprentices. The very little children would be much benefited by being placed in the class-room under one of the apprentices. The master has been working very hard during the past year, and has improved the whole tone and character of instruction in the school. The reading of the first class very fair: the writing from memory very good. The general replies of the children upon religious and secular subjects satisfactory. I was especially pleased with the skill shown in writing by the whole number of children. The desks against the wall: school-furniture and apparatus insufficient: the apprentices require additional books.
•	•	•	•	•	•	A girls' school, under a mistress, who disciplines her children nicely, method not much considered. The instruction is very limited, and given in a formal manner, the questions to the children being selected from books, and the replies are expected by the teacher to be made from the same book. This school was only partially examined, as almost the whole day was occupied in the boys' school.
6. Portleven, Boys' . . .	26 Nov.	54	•	•	•	A boys' school, divided into five classes, under a master, aided by four monitors. The discipline of the school is very fair. The instruction is given with much care by an enthusiastic master. The replies of the children upon religious subjects were given with much readiness.
•	•	•	•	•	•	A girls' school, divided into five classes, under a mistress, aided by a pupil-teacher. The discipline is fair. No particular method. The younger children are instructed by the apprentice: much benefit might be derived by oral instruction being given to the upper and lower divisions of the school. The mistress has not been successful; she has left too much to the apprentice. Books and apparatus fair: one moveable desk at the end of the room: school furniture very fair. The instruction upon religious subjects is satisfactory, but the secular knowledge of the children is extremely limited.
7. St. Breage, Mixed . . .	29 Nov.	107	20	79	96	A mixed school, divided into five classes, under a master, aided by a pupil-teacher and three monitors, one of whom is a candidate for apprenticeship. Discipline very good. The upper classes receive instruction orally to a great extent in the parallel desks. The master obtained his certificate in 1848: he is a careful, quiet, teacher, fond of his children, and delights in his work: the school has increased in numbers greatly since his appointment. The religious knowledge of the children is sound and good; arithmetic carefully taught: replies of the upper class to questions upon history, English grammar, and geography satisfactory. The room is nicely furnished, and well supplied with books and apparatus.

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tynling—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
8. St. Eve (Electric), Mixed.	1849. 30 Nov.	83	5	37	80	A mixed school, divided into four classes, under a master, aided by a pupil-teacher and three monitors, two of whom are simultaneous for apprenticeship. The discipline is good. The children are taught in the parallel desks collectively. Simultaneous replies have been too much encouraged. The master is an earnest, pleasing person; trained at Exeter for two years and a-half; he questions his children with much life and animation. The scriptural knowledge of the children throughout the school is highly satisfactory; the replies also of the first class to questions upon English history and geography show that much pains has been taken with them. Arithmetic sound. Reading is improved in the second class, but might be better in the first class. The schoolroom is well furnished, and well supplied with books and apparatus.
9. Mary Church S., Boys.	5 Dec.	56	31	29	66	A boys' school, divided into three classes, under a master, aided by a monitor, who does not receive any extra instruction out of school hours. Discipline very fair. Most of the instruction is given orally. The master is an earnest, intelligent young man, very anxious to do his duty; he was trained at St. Mark's, Chelsea, and obtained his certificate after an examination at that institution. Supply of books and apparatus fair; the ventilation of the schools much improved, and the room itself enlarged.
10. Willand, Mixed.	6 Dec.	33	16	21	30	A mixed school, divided into five classes. The instruction is very limited, the children of the first class reply with some amount of readiness to easy questions on the Holy Scriptures and Church Catechism. The mistress is a dame without much idea of the deep responsibility which attaches to a school-teacher. The books deficient, &c. also a-lates: the use of a black-board unknown.
11. North Petherton, Boys.	7 Dec.	50	4	34	50	A boys' school, divided into six classes, under a master, assisted by one candidate for apprenticeship and several other monitors. Discipline fair. The monitorial system carried out after the morning Scripture lesson has been given in the gallery to the whole school. The master was trained at Winchester; he appears to be desirous of having his school efficient. Desks against the wall: school furniture, books, and apparatus very moderate.
" Girls'.	"	49	20	25	55	A girls' school, divided into six classes, under a mistress and six monitors, who do not receive any additional instruction. Discipline good. The mistress is a pleasing, earnest person, willing to do all in her power: she is not sufficiently advanced at this time to carry on the education of an apprentice. The instruction given is only moderate. The supply of school furniture and books moderate: apparatus deficient: desks against the wall.
12. Exeget, St. James's, Boys.	7 Dec.	80	48	33	90	A boys' school, under a master, assisted by monitors, and a girls' school, under a mistress. The discipline and method in these schools may be improved with care, and great benefit would be derived from more frequent use of the parallel desks, and from a gallery for oral teaching to the lower classes. The instruction progressing; it is given with care and attention, and great pains is taken with the religious teaching.
" Girls'.	"	88	31	37	80	
13. Tor (Yonges), Girls'.	19 Dec.	55	20	21	40	A girls' school, under a mistress, assisted by two paid monitors, and an infant school, with the children in squares. The discipline in both schools is satisfactory. In the girls' school, the national system, with the children in squares. The in-
" Infants'.	"	112	100	115	120	

1850. 8 Jan.	85	10	12	75	<p>struction may be improved. The infant school is nice, though the younger children might have their minds more open d. Both teachers are anxious to do their work carefully.</p> <p>A mixed school, divided into five classes, under a mistress, assisted by one apprentice and one candidate for pupil-teaching. Discipline fair. The children are very young. The national system is still followed. The lower classes at this time are not sufficiently advanced. The mistress obtained her certificate after an examination at Salisbury, January 1849; she is shrewd and intelligent, and bears a high character from those interested in the school. The instruction is on a moderate; but there has been a decided advancement made. The school furniture is very limited: black-board and easy reading-books required: one desk against the wall.</p> <p>A mixed school, divided into four classes, under a master, aided by a pupil-teacher, with a dame to take charge of and instruct the little children. Discipline very good. Oral instruction has been given collectively with very good results; and to discipline and steady the minds of the children, a daily lesson has been required from each child, to be learned by heart and repeated upon entering the school next morning. The master appears very hard-working and pains-taking: he obtained his certificate in 1849. The school is greatly improved, and it is the desire of its promoter that it should be in every way efficient. The reading of the children is very good indeed, owing, in a great measure, I am assured, to the plan introduced of teaching each class in sections or drafts: <i>i. g.</i>, a reading-class consists of, say, 15 children (any number would do as well): when they come out to read, they are first made to stand in four parallel rows, thus,</p> <p style="text-align: center;">A. B. C. D. _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</p> <p>selves in a low murmuring tone. D row contains three boys the number of rows A, B, C; these read for a few minutes to the teacher the same lesson which the others are reading over to themselves: when they really know each word in their lesson these three boys go, and each takes a row—one A, one B, one C, and the teacher superintends the whole, and corrects any fault in these monitors, who, doubting the pronunciation or meaning of any word, are to hold up their hand to catch the attention of the teacher. The schoolroom is well furnished and well supplied with books.</p> <p>A girls' school, with a few little boys, divided into four classes, under a mistress, aided by a pupil-teacher. Discipline good. The old monitorial system, with classes in squares; great gain would be derived from a group of parallel desks and a small gallery for the little children. The mistress is a pleasing person, kind and gentle in manner: she was trained at Salisbury, where she obtained her certificate. I consider that she is well fitted for the post she occupies as school-teacher. The tone and manner of the children is very pleasing. The clergyman takes a very deep interest in this and the other schools in the parish, and he is most liberal in his support of them. The supply of books should be improved.</p> <p>A mixed school, under a master, assisted by a dame, who takes charge of the little children, he attends only in the morning; in the afternoon boys and girls are taught to knit by the dame. Discipline fair; the National system with the children in squares. The master was trained at St. Mark's, and is certificated; he has only been a few weeks in the school. The instruction is extremely limited, the replies made upon religious subjects very moderate: little or no secular instruction has been attempted.</p> <p>A boys' school, divided into four classes, under a master, aided by an apprentice and one candidate for pupil-teacher. Discipline fair; the room very crowded. The National system followed, with the children in squares the desks against the wall. A great desire is expressed to have a new schoolroom erected. The master is one of the old school of teachers; he bears an excellent character from those interested locally in the school, he appears to work hard and to be very anxious to improve himself. This school is going on steadily. There a great desire for another apprentice. Supply of books and apparatus satisfactory.</p> <p>A girls' school, under a mistress (trained at the Home and Colonial Institution), assisted by one or two of the upper children. Discipline good. Method, National, with the children in squares. Instruction very limited at this time. The mistress has only a short time at the school.</p>
Idron, Mixed.	70	27	26	93	
n, Girls'	9 Jan.	68	16	53	56
Milton, Mixed.	10 Jan.	65	.	.	64
Waxall Boys'	14 Jan.	63	7	11	59
Girls'	,,	37	10	8	45

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tilling--continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance last 12 months.	Attendance.	
19. Failand . . . Mixed	1850. 13 Jan.	50	26	25	41		A mixed school, divided into five classes, under a master, aided by a stipendiary monitor, the wife of the master assists with the little children. Discipline fair. The National system, with the children in squares. The master is painstaking, and appears willing and anxious to improve himself and his school. This school, in an outlying district, with a very scattered population, was erected for the benefit of the children of the poor of the neighbouring parishes. There has been great difficulty in obtaining any amount of regularity in the attendance, owing to much severe illness during the last autumn; I did not find the school in as good a state as may be expected at another visit. The supply of books is only moderate. Desks against the wall.
20. Freshford . . Mixed	21 Jan.	34	27	78	53		This is a nice little school; discipline good. The instruction limited in extent. The National system is followed by a mistress, assisted by two of the elder girls, who receive extra instruction, to compensate for the time spent in teaching the younger children. Apparatus good; the building picturesque. The accounts were not audited, owing to the absence of the treasurer upon the day of inspection.
21. Westbury . . Boys'	22 Jan.	92	14	10	85		A boys' school, under a master, aided by two pupil-teachers and one candidate for apprenticeship. The discipline is very good. The school is separated into three divisions, subdivided into sections for reading. Oral instruction is given with much effect. The master is extremely earnest and enthusiastic. He has been very successful in his school, and is doing much good. Plenty of life and energy in the teachers and children. A grant of books requested, and much wanted. Groups of parallel desks are placed in one division of the school.
22. Westbury, Girls' . . " Infants'	" "	149 "	" "	" "	140 "		A girls' school and an infant school (at this time in separate buildings), under a mistress (an assistant mistress in the infant school), and three pupil-teachers. One of the apprentices is always in the infant school. Discipline very fair. Monitorial, with the children in squares. Much benefit might be derived by the erection of a small gallery for oral instruction, or by the more frequent use of the parallel desks. The mistress, trained at Salisbury, has only just entered upon her duties as teacher. The instruction in this school has been much impeded by the sudden removal of a school teacher for misconduct, and also by a second change from a successor who did not appear to the school managers to be getting on the school or the apprentices. A grant of books is requested. Apparatus very fair.
23. Dilton's Marsh, Mixed . .	23 Jan.	60	"	45	97		A mixed (juvenile) school, under a master, aided by two pupil-teachers. Discipline very good. The Glasgow training system being tried. The master was trained at Glasgow. He has not been long enough in the school to bring his system into full operation. The Rev. W. Slow has lately reorganised his school, and introduced the Glasgow training system. No expense or trouble is spared to give the system a fair trial.
" Infant . .	"	51	"	"	"		There is a nice gallery in each school, and the furniture is good. The discipline of the infants is satisfactorily carried out by a mistress (the sister of the master), who appears to bear a high character. She has only very lately entered upon her work as teacher.

Swine	Old, Infants'	21	50	An infant school, divided into seven classes, under a trained and certificated mistress aided by a pupil-teacher. Discipline very good. The infant system carried out with a certain amount of care. The mistress is an intelligent, well-informed person; apt at imparting her knowledge, and not, as yet, very successful in infusing upon the minds of the little infants some of the most simple Bible Truths. School well furnished with gallery, and well supplied with books and apparatus.
Sheep	Ashtom, Girls'	6	48	A girls' school, under a mistress, aided by an apprentice. The children divided into three classes, but frequently instructed together upon Scriptural subjects. Discipline fair. The National system, with the children in squares. The mistress has only been here for a short time, and is again leaving in a month; she has never before had charge of a National School. Desks against the wall. The supply of books only moderate; apparatus very fair.
am, Boys' Girls'	fan.	4	53	A boys' school, under a master, aided by an apprentice. A girls' school, divided into five classes, under a mistress, (with an assistant teacher, to take charge of the little children,) aided by an apprentice. Discipline good. The National system, with the children in squares. Much gain might be derived to the children by the use of a gallery for oral teaching. The mistress appears an anxious, pleasing person. She has not devoted herself sufficiently to the second class, or included them in the oral instruction given to the upper children, which has been to their disadvantage. School-room not well furnished. Desks against the wall; books and apparatus fair.
idge		135	4	A girls' school, with a few little boys, under a mistress, (an assistant teacher for the little children,) and an apprentice. The discipline is excellent. The children have been nominally divided into four classes, with subdivisions. Desks against the wall; apparatus fair; books deficient. This is an extremely nice school, existing and bearing up against many difficulties. The tone and manner of the children highly satisfactory. The readings and arguments may be improved. The general information, especially amongst the lower classes, is very good; each child's mind appears to be acted upon. In the oral teaching, simultaneous replies have been too much encouraged, it has made the children too dependent on one another.
ord, Mixed	5 Feb.	22	55	A mixed school (consisting principally of girls), divided into three classes, under a mistress, aided by two pupil-teachers. Discipline good. Oral instruction has been given to the upper children, with much success, whilst, at the same time, the children have been accustomed to learn daily some lesson for repetition. The mistress is an energetic person, and very fond of her work. She is improving herself year by year, and bringing on her apprentices very nicely. The instruction is sound and good. The replies given upon Holy Scripture, the Church Catechism, and Liturgy, are thoughtfully made, and show much information. I should be glad to find the younger children brought on to a little more. Two groups of parallel desks have been erected during the past year. Supply of books and apparatus satisfactory.
Mixed	51	33	45	A mixed school (consisting principally of boys) divided into three classes, under a master, a pupil-teacher, and a dame for the little infants. Discipline only moderate. The National system, with the children in squares. The master is earnest-minded and attentive. From physical disability he has much to contend with. He has worked very hard, but will have to be very careful and studious year by year, both for the sake of his apprentice and for his school. The position of this school, in a distant hamlet, makes it naturally more difficult to keep up that amount of regularity of attendance which is required for an efficient school. Two groups of desks have been erected during the last year. There is a fair supply of books and apparatus.
ater. Boys'	7 Feb.	45	166	A boys' school (upper and lower), under a master, an assistant-teacher, and four apprentices. Discipline very good. The National system, with the children in squares, but the junior classes are instructed in a gallery in the lower school-room. The master is an earnest, active person, very fond of his work, and enters into the responsibility of his office. The tone and manner of the children good, the instruction sound, and the work of education really doing good to the children. The clergyman takes great interest in the schools, and appears to give much time to them. The desks are placed against the wall, furniture very fair, supply of books and apparatus also fair.

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tinling—continued.

NAME of SCHOOL	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
32. Taunton, Holy Trinity, Boys' "	1850 8 Feb.	92	28	48	80	A girls' school, divided into five classes, under a mistress, aided by two pupil-teachers and the mistress extra instruction from the mistress. Discipline very good. The National system, with the school, and the instruction given is sound and extensive. An infant school, under a mistress, aided by one pupil-teacher. Discipline very good; the infant school followed on. The mistress is lively and energetic, appears very fond of her work, and bears a those interested in the school. Much pains is taken with the children, and with good success. A boys' school, under a master, assisted by three apprentices. The children are divided into six classes, either in parallel desks, or upon stools similarly placed. Discipline very good. The children receive a fair amount of oral instruction, and, at the same time, are frequently practised in writing abstracts and composition both upon slates and paper. The master continues successful in his school; he works hard, and the instruction given, both to his pupil-teachers and to his school children, is sound and extensive upon religious and secular subjects. He obtained his certificate in 1848. This school is supported entirely by the Rev. Frederick Smith, the clergyman of the parish. A girls' school, under a mistress, aided by three candidates for pupil-teacher. The children are divided into five classes. Discipline very good. The mistress is a quiet, sensible person, willing and anxious to work, and appears to enter into the responsibility of her position as scholar-teacher. This school is entirely supported by the Rev. F. Smith, at whose expense the building was erected. It is wisely managed, and has the instruction should not only be sound, but at the same time extensive. School-room nicely furnished; logically moderate.
	11 Feb.	106	39	51	110	
33. Taunton, Central, Boys' "	Fe	124	80	66	120	A boys' school, divided into six classes, under a master, aided by two pupil-teachers and one apprentice. Discipline extremely good. The children are instructed orally with very good effect, and daily lessons, to be learned by heart, are blended with the other instruction. The master is a pleasing person, very much improved during the past year; he is doing great good in his school. Supply of books and apparatus good. A girls' school, under a mistress, aided by two candidates for apprenticeship. Discipline moderate. The National system, with the children in squares. The mistress has only lately received the appointment of teacher. She appears to be highly recommended. This school is very damp. Supply of books and apparatus good.
	"	58	"	"	59	
34. Bishop's Hull, Mixed "	Feb.	61	25	24	65	A mixed school, under a mistress, assisted by two candidates for apprenticeship. Discipline very fair. National system with the children in squares. The mistress is an earnest-minded person, doing her utmost, and worthy of encouragement. This is a very nice village school, progressing year by year, and by the kind assistance of the clergyman's daughter, will soon become efficient. A grant of books much required.
	"	58	"	"	47	
35. North Curry, Boys'		58	"	"	"	A boys' school under a master, who also instructs the first class of girls together with his own first class; he is aided in his school by one candidate for apprenticeship. Discipline fair. The mistress is a very good in part satisfactory. The master is a very earnest, hard-working person; he seems to take a deep interest in school. The supply of books and apparatus good;

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tining—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
44. Marshwood, Mixed	1850. 7 Mar.	54	33	34	40	A mixed school, under a mistress, with the assistance of a pupil-teacher. Discipline very fair. National system, with the children in squares. The mistress is an elderly person, apparently unaccustomed to carry the instruction of children beyond the rudiments of reading and writing, though she herself possesses a certain amount of information upon the history of this country. Supply of books only moderate; desks against the wall.
45. Broadwindsor, Mixed Infants.	7 Mar. " "	29 28	" "	" "	64	A mixed school under a master, aided by two apprentices. Discipline good. The children in squares for reading, and in gallery of desks for oral instruction. The master (certificated) is pleasing and intelligent. He examines a class with much skill; he is fluent and simple in his teaching. Supply of books and apparatus fair. Also an infant school, under a dame. This school is not in very good order at this time.
46. Devon and Exeter (Central). Boys.	11 Mar.	137	84	118	"	A boys' school, divided into seven classes, under a master, aided by three apprentices and three paid monitors, of which two are candidates for the office of pupil-teacher. Discipline very good. National system, with the children in squares; much oral instruction is blended with individual teaching. The position of the desks (now in squares) is to be changed. A gallery would be of great benefit for the little children. The master is a most earnest person, well fitted for his office as school-teacher. He obtained his certificate in 1848.
" Girls.	15 Mar. "	74	"	"	77	A girls' school, under a mistress, two candidates for apprenticeship, and four paid monitors. Discipline very fair. National system, with the children in squares. The present teacher, who has been for many years in this school, is just leaving, and a new teacher has received the appointment. Books insufficient. Desks are to be placed in groups of parallel lines.
47. Exeter (Episcopal), Boys.	12 Mar.	159	56	52	163	A boys' school, divided into seven classes, under a master, aided by four pupil-teachers and three paid monitors. Discipline very good. The National system, with the children in squares. The master is an earnest person; he appears to take much interest in his school, and has been successful in his teaching during the past year. The children are all clothed, and are kept, on an average, in attendance on school for the space of between two or three years, during which time it might well be expected that they should receive an impression for good as regards their order and discipline, and be well grounded in the rudiments of religious and useful knowledge from a gallery.
" Girls.	"	119	48	46	110	A girls' school, under a mistress, one pupil-teacher, one candidate, and several paid monitors. Discipline good. The National system, with the children in squares; oral instruction is blended with the teaching to some extent. The mistress continues as last year. The children are all clothed, and the remainder regularly at school for a lengthened period of time. There appears to be a great wish on the part of the School Court to put the school into a really efficient state. The supply of books and apparatus needs to be increased; desks against the wall.
48. Exeter (National), Boys.	13 Mar.	160	147	112	144	A boys' school, under a master, four pupil-teachers, and several paid monitors. Discipline very good. The National system, with the children in squares. The master has worked hard during the past year, and has improved his school and himself very much. This is a large and important school, forming one of the central schools of the city. Ventilation not good. Desks, now in squares, are to be altered; books and apparatus only moderate.

	Girls' . .	115	69	117	100	A girls' school, under a mistress, two pupil-teachers, and three paid monitors. Discipline good. The National system; the younger classes too little considered. The mistresses has not been successful in imparting much information to the children. The replies made by them are almost entirely by rote. The religious teaching of the first class of children was the only satisfactory part of the examination; but the great change amongst the children (117 being admitted, and 69 having left) during the past year, must not be overlooked. Supply of books imperfect. Desks against the wall.
49.	Dawlish . . . Boys'	65	6	27	60	A boys' school, divided into four classes, under a master, a pupil-teacher, and one candidate for apprenticeship. Discipline very moderate. The National system, with the children in squares. The master is an earnest person, willing, and anxious, to do his utmost; he has worked hard during the few months since last inspection; his great want is discipline. There ought to be good schools in this important and increasing parish. Desks against the wall. Great deficiency of books and apparatus.
50.	Exmouth (National) Boys'	130	22	3	6 123	A boys' school, divided into six classes, under a master, a pupil-teacher, and five circulating monitors, who are not equal to the work of imparting information. Discipline only moderate. The National system, with the children in squares. I understand that the wages for boys is so good, that there are no lads anxious for the office of pupil-teacher. The master appears willing and anxious, rather severe in manner, though I should hope not really so. Desks against wall. Books only moderate.
	Girls' . .	62	8	20	55	A girls' school, under a mistress, aided by paid monitors. Several ladies are kind enough to give personal attendance on this school. I only examined the two upper classes. The children of the first class replied with much life and readiness.
51.	Milverton . . Mixed	270	107	108	218	A mixed school, separated in three rooms—first for upper children, second for middle-aged, third for infants. Discipline very good. The children are placed in squares. The school is under a master, his wife, and four pupil-teachers, aided by a young person who undertakes the charge of the infants. The master (certificated) is hard-working and earnest, the mistress not efficient. Much care and pains taken with the children.
52.	Beacon Hill . . Boys'	45	16	12	57	These schools, under a master and his wife, are held in a nice building, containing two school-rooms and a dwelling-house for the teachers. The reading and scriptural instruction have been taken pains with. The secular knowledge deficient; discipline line and method defective. The master was taken suddenly ill, and obliged to be absent from the school. There is a great wish to increase the efficiency of these schools, and to make them really good.
	Girls' . .	30	4	13		
53.	Weston; Bath, Girls'	60	20	23	65	A girls' school, under a mistress, who has only lately entered upon her duties, aided by four monitors. Discipline fair there requires to be more attention paid to method. The instruction might, with benefit, be increased in accuracy as well as in extent. The mistresses appear to be rather wanting in life and energy. Also an infant school, under a separate mistress, who appears to be devoted to her work, and thought not highly educated herself, has been very successful with her little children, who not only appear very fond of her, but who really imbibe a good deal of information from her.
	Infants . .	110	44	45	115	
54.	St. Saviour's; Bath, Boys'	103	58	85	95	A boys' school, under a master and six paid monitors. Discipline very fair. There has not been sufficient attention paid to the method by which the instruction has been given, neither have the parallel desks been made use of as they might have been. The master appears earnest, and fond of his duties as a school-teacher. The girls' school, under a mistress (the wife of the master), and several paid monitors, is not efficient; the instruction altogether might be improved with benefit to the children.
	Girls' . .	68	40	73		
55.	Midsomer Norton, Boys'	93	21	36	100	A boys' school and a girls' school, under a master (his wife attending for needlework), an assistant-teacher, and one elder girl who acts as monitor. Discipline good. Collective lessons are given with much advantage, though the children are allowed to reply simultaneously to too great an extent. The general tone of instruction is satisfactory. The master appears to work very hard, and to be devoted to his duties as school-teacher; there are a few points in which he must still strive to improve himself. There is also an infant school in a different part of the village, under a mistress, who appears to take much pains with the little children, and to do her utmost to bring them on.
	Girls' . .	56	30	21	50	
56.	Midsomer Norton, Boys'	44	17	26	66	
	Infants . .					

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tinling—continued.

Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
	Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinariness last 12 months.	Attendance.	
1850. 19 Apr.	47	.	.	.	50	A mixed school, under a master, whose sister is to take charge of the younger children, and also to instruct the girls in needlework. Discipline very fair, method likely to be advantageous. The reading of the children is good; the remaining instruction at this time is not extensive. The master has only just entered upon his duties as school-teacher; he appears likely to do good.
23 Apr.	94	11	12	96		
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23 Apr.	164	40	30	140		A boys' school, divided into six classes, under a master, assisted by several paid monitors, two of whom are candidates for apprenticeship. Discipline far from satisfactory. There is very little method in this school. The master has had the charge of the school for 38 years; he appears to bear a high character, but does not feel himself equal to conduct the studies of pupil-teachers through their course of instruction. This school has been made for many years the model school for the county. Such a school, as was intended, is much needed, and would be highly valuable; it appears to be the wish and intention of the school managers to make this school in every way efficient for the purpose. The books are moderate: apparatus limited: there are two long rows of parallel desks.
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23 Apr.	26	.	114	.	.	A girls' school, divided into seven classes, under a mistress, an assistant-teacher, and 10 monitors, who receive extra instruction for two hours daily out of school-time. Discipline good. There is much want of method: the children have been accustomed to stand in one extended line across the school-room, class behind class of children. The mistress is a hard-working and painstaking person. It will be necessary to have the care of pupil-teachers, that she should work very hard, to carry the apprentices through the course of instruction. This school, like the boys', has been made the normal school of the county. There is much to be pleased with, yet, at the same time much room for improvement. Desks against the wall: books and apparatus moderate.
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24 Apr.	70	6	20	58		This is a small village school, divided into three classes, under a mistress trained at Salisbury. Discipline mild and effective. The National system, with the children in squares. The instruction is not very soundly imparted, nor is it by any means extensive. The mistress has had the charge of the school only for a few months. There is a good supply of maps: the desks are placed against the wall.
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26 Apr.	82	6	39	70		A boys' school, divided into four classes, under a master, assisted by two apprentices. Discipline good. There is a great amount of oral instruction given to the children, and with success. The master is a lively, active, person; fond of his work, and giving satisfaction. This is a nice school, improving both in the order and discipline of the children, and in the soundness and extent of the instruction. The supply of books and apparatus satisfactory: furniture moderate: desks against the wall.
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.	A girls' school, with a class of infants, under a mistress and two pupil-teachers. Discipline good. There given collectively to the children in a gallery, with much benefit. The mistress was unable to be present from indisposition. This is an improving school; the clergyman's family take much interest in it. 1 is against the wall: supply of books good.
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Devonport; St. Stephen's. . . Boys' . . .	29 Apr.	57	102	180	78	A boys' school, divided into five classes, under a master and a few little monitors. Discipline and method require to be more attended to: the instruction is given with much care and attention, but at present it is limited in extent. There were no boys old enough for apprenticeship. The school is held at this time in the gallery of the building, which is leased for Divine services. The master is earnest and painstaking: he bears a high moral character. The girls and infants' school, under two separate mistresses are carried on with much care and attention: they have not been very long in existence. Discipline and method in the girls' school satisfactory; the instruction might, with benefit, be increased. The care taken of the little infants, and the manner in which they are instructed, very pleasing. Visited, by request, a ragged school which has lately been opened, and in which the clergyman appears very anxious to place under inspection.
Devonport; Middle School . . .	"	64	85	75		
Devonport; James's. . . Boys' . . .	30 Apr.	94	79	92	82	
Devonport; Mixed . . .	"	35				
Devonport; Infants' . . .	"	49				A boys' school, in four divisions, under a master, aided by two apprentices and two candidates for the office of pupil-teacher. Discipline very good. The classes are placed for their oral teaching in parallel groups, and receive collective lessons, with much success, both upon religious and secular subjects. The master is a ready, intelligent person; he obtained his certificate at Exeter. The instruction is given with great care and much success. The whole tone and manner of the children are greatly altered during the past year, and the benefit which the school has effected appears to be universally felt throughout the district. One of the curates, the Rev. W. Hutchinson, has been unremitting in his exertions and regardless of expense to have everything efficient, even, I understand, to the sacrifice of his whole income as one of the parochial ministers. The school-room is thoroughly furnished; the supply of books and apparatus excellent: desks in parallel lines, remarkably well arranged. I visited, by request, a mixed school, under a mistress, and an infant school, under a separate teacher, in different localities. In both schools care appears to be taken of the children, but the amount of instruction may be increased.
Plymouth; St. Andrew's. . . Boys' (Chapel)	1 May	50	18	45	49	A boys' school, under a master, aided by one apprentice and one monitor, who is also a candidate for pupil-teacher. Discipline very fair. Method satisfactory. The master was trained at Exeter; he appears competent for the work in which he is engaged, but might enter rather more heartily into it. The children are taken pains with, and the instruction is given with care. Groups of parallel desks: books very fair.
" Girls' . . .	"	35	12	10	60	This girls' school was only partially examined. Discipline satisfactory. Method only moderate; the instruction not very extensive, but given with a good deal of care and attention by a mistress who appears both earnest and fond of her children. Several ladies assist frequently in the instruction of the children. Desks against the wall.
Stonehouse (National). . . Boys' . . .	2 May	112	78	97	115	A boys' school, divided at this time into six classes, under a master, one pupil-teacher, and two candidates for apprenticeship, together with two other monitors. Discipline improved. The children are placed in squares, much oral teaching has been given to the lower classes as well as the upper ones. The master is an earnest teacher; he has evidently been working very hard during the past year, and with success. He was trained for six months at Cheltenham; and is certificated. I was much pleased with the general information of the younger children. Books and apparatus deficient; group of parallel desks at end of room.
Frome (Trinity) . . .	6 May	152	160	100	150	A mixed school, consisting principally of children under seven years of age, and conducted on the infant system, under a master, with an assistant and one paid monitor; the wife of the master instructs the girls in needlework. There is much pains taken with the discipline and order of the children. The instruction is limited, and especially the upper classes.
Frome (Christ Church), Infants' . . .	7 May	64	35	45	90	An infants' school under a mistress and an assistant-teacher. Discipline and order satisfactory. The instruction is given with much care, though I consider that, with the upper classes of children, it might with benefit be increased and extended, especially with regard to writing and arithmetic. The mistress is attentive, and apparently fond of her work.
Frome (National), Boys' . . .	10 May	94	41	38	120	A boys' school, divided into seven classes, under a master and several monitors, who receive extra instruction from the teacher. Discipline and method throughout the school need to be much more considered. The instruction appears to have been given with care, though without sufficient accuracy. The master appears earnest.
" Girls' . . .	"	51	42	45	54	A girls' school, under a mistress, who takes great pains with her children, but who is not herself highly educated. The children are very orderly, and much attention is given to the religious teaching.

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tinsling—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.	Attendance last 12 months.	
72. Conston, Mixed	1850. 8 May	43	.	.	42	.	A mixed school, divided into five classes, under two sisters as mistresses. Discipline pretty fair. There is a want of method, the instruction is much improved. The mistresses appear to take much interest in the school, and to be doing good amongst the children.
73. Devonport; St. Paul's . . . Boys'	13 May	82	50	150	90	.	A boys' school, divided into five classes, under a master, with the help of two lads seeking admission, as candidates, for the office of pupil-teacher. Discipline may be improved. There is not much method carried out in the school at this time, neither are the children as quiet as they might be. The master appears to be active, hard-working, and willing to do his utmost: he bears the character of being an industrious man. The school is opened in one of the new districts, in which there is a population of 10,000. The children are, at this time, very young, and when they entered the school a year since they were, I am informed, perfectly uneducated. Supply of books and apparatus very deficient: there is one long line of desks through the room.
74. Plymouth (Charles') Boys' . .	14 May	263	90	180	240	.	A boys' school, divided into eight classes, with two sub-divisions, under a master, three pupil-teachers, and several candidates for apprenticeship. Great pains has been taken with the discipline of the children. The old moral system has been kept up in the lower part of the school; whilst, in the upper classes, as much oral teaching has been given as could be managed under the peculiar circumstances of the school. The master has worked very hard with his apprentices and with his school: the teaching of the children of the poor was not carried as far as it is now desired. When the present teacher undertook his work. There are two groups of parallel desks: school furniture very moderate: books moderate: apparatus may be improved.
" " Girls' . . . " " Infants' . .	" " " "	132 201	47 52	156	.	.	A girls' school, divided into six classes, under 2 mistresses and five candidates for apprenticeship. Discipline is good. The national system, with the children in squares: much oral teaching is given, with fair success. The mistresses are a pleasing, earnest-minded person: she takes much interest in her school, and has improved the general tone and instruction of the children during the past year. There are two groups of parallel desks which are not sufficiently used: books and apparatus fair. In connection with these schools there is also an infant school, in (201 children present) under a mistress who trains her first class to help her in the instruction of the younger children.
75. Plympton St. Mary . . . Boys' . . " " " " Girls' . .	15 May " " " "	88 71 25	32 41 36	41 52	75	.	A boys' school, divided into four classes, under a master, aided by two pupil-teachers and one candidate for apprenticeship. Discipline very good. The national system, with the children in squares. The master was too ill to be in his school, but presented himself for examination at Tavistock. I am unable to speak of his power as a school-teacher. The girls' school, under the wife of the master, has improved very much during the past year. The general tone and conduct of the children were good; the instruction sound, and given with much attention by an earnest, kind, and persevering mistress, who appears to take real interest in her work.
76. Torquay, Boys'	16 May	131	63	66	.	.	A boys' school, divided into six classes, under a master, an assistant-monitor, and two pupil-teachers, with a third candidate for the office. Discipline very good. The national system, with the children in squares, much oral teaching

									is given by the master and the apprentices to the different classes. The master is an earnest-minded, hard-working person; he appears to be very fond of his school, and to pay great attention to his children. Desks against the wall; school furniture moderate; apparatus good: the supply of books might well be increased.
				67	42	51	68		A girls' school, divided into five classes, under a mistress, who appears to pay much attention to her children and to work hard in her school, aided by five monitors. Discipline and order of the children satisfactory. The instruction is given with care, but may be carried further with benefit to the children, and without difficulty. The mistress, (the wife of the master,) seems to give general satisfaction to the school managers, and to bear a high character.
							80		An infant school, under a young, active, mistress, who takes pleasure in her work, and appears to be beloved by the little children. The order is good, and there is a nice lively spirit throughout the school.
77. High Littleton.				26	31	36	98		A boys' school under a master, and a girls' school under a mistress. Discipline mild and gentle in the girls' school, pretty fair in the boys'. Not much method in either school. The supply of books is very small, and the general character of instruction very moderate, especially amongst the younger children. The master and mistress appear anxious to do their work satisfactorily. The attendance of children on the day of inspection was much fewer than would otherwise have been the case, on account of the day being in Whitsun-week.
				31	24	38	45		
78. Coleford.	Girls'	23 May	23	10	65	31			A girls' school, divided into four classes, under a mistress, who was for nearly a year and a-half at the Liverpool Training Institution. There is a decided want of method in the school. The instruction of the children is not extensive. The mistress has only been here for the space of a few weeks. The school building is very nice. The detached dwelling for the teacher, but the present mistress does not live in it.
79. Wrington.	Girls'	24 May	38	8	15	44			A girls' school, divided into five classes, under a mistress, who appears kind to the children, but who has little power as a teacher. The instruction is extremely limited. There does not appear to be any particular method followed, but the children are quiet and orderly. There is also a boys' school (28 present), under a master, which was examined at the request of the clergyman, but which is in no way under inspection.
	Boys'	"	28						
80. Callington.	Boys'	27 May	52	85	80	64			A boys' school, divided into four classes, under a master, aided by three monitors, who assist the master in school, and receive from him extra instruction out of school hours. Discipline fair; the children are apparently very rough. There is very little method carried out in the school, and the younger children require to be more considered. The master is certificated, but as a teacher and trainer of little children I cannot report favourably of him from this particular school. My own conviction is, that nothing but severe daily labour on the part of those interested in the instruction and training of the children of the poor within the parish will ever succeed in this, if indeed in any other, locality. Desks against the wall; furniture very moderate; supply of books and apparatus moderate.
81. Tavistock.	Boys'	28 May	98	15	46	90			A boys' school, under a master, aided by two pupil-teachers, and two candidates for apprenticeship. Discipline good. The children receive much oral instruction from the master and pupil-teachers. They are also accustomed to give questions one to the other alternately upon English History. I did not see enough to give an opinion upon the result; what I did see was not successful. The master appears to take an interest in his school, and to give satisfaction to those around him. He must, without doubt, work very hard with his school and apprentices. The whole tone and manner of the children has been improving, as well as the amount of instruction. The school-room is nicely furnished; books and apparatus satisfactory. There are groups of parallel desks in gallery.
" Girls' and Infants'		"	232	14	63	164			A girls' school, under a mistress, aided by three apprentices and two candidates for the office of pupil-teacher. The children are divided into four classes, in one room, and a fifth, of infants, in an adjoining room, in which there is also an assistant-teacher. Discipline very good. The children receive much oral instruction from their teacher and apprentices, especially in the upper classes. More attentions should be given to the junior children. The mistress is a quiet, pleasing teacher, and disciplines her children with much care. The instruction is very fair, the order and tone of the children good, and the benefit resulting from the education and training is being acknowledged throughout the town. Groups of parallel desks; room well furnished; books and apparatus good.

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tinling—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
82. Milton Abbot, Boys'.	1850. 29 May	64	43	40	58	A boys' school, divided into three classes, under a master, aided by two pupil-teachers. Discipline very good. The instruction is given for the most part orally, by the teacher and apprentices, to the children in their gallery of desks. The master is an intelligent and well-informed person (certificated). The school is entirely supported by his Grace the Duke of Bedford. It has for years been working for the benefit of the middle and poorer classes. The instruction given is both extensive and practical, and the usefulness of education is borne evidence to by the clergy and others of the neighbourhood. The teacher is fully competent to instruct his children, the only fear is lest he should overwork himself, by connecting private and other teaching with his present occupation of schoolmaster. Supply of desks, furniture, books, and apparatus satisfactory.
83. Milton Abbot, Girls'	"	64	33	24		A girls' school, divided into four classes, under a mistress, aided by one pupil-teacher. Discipline good. There is much oral instruction given to the children by the mistress and by her apprentice. The mistress is a careful, earnest-minded teacher. She appears to ground her children very nicely, and to inculcate a high moral and religious tone throughout her school. Desks in parallel groups; books and apparatus very fair indeed.
84. Launceston, Boys'	30 May	88	21	30	85	A boys' school, divided into five classes, under a master, aided by one pupil-teacher and two candidates for apprenticeship. Discipline very fair. The children receive oral instruction to some extent, both from the teacher and the apprentice. The master is a pleasing person; he appears to have been working hard, and with success, both in his school and with his apprentices. This school is decidedly improved, and the internal arrangements are made fit and proper. There is still a want of books and apparatus, and great need that some plan should be adopted for the prevention of the amount of echo which, at this time, prevails. Groups of parallel desks just erected.
" Girls'	"	120	53	103	118	A girls' school, divided into six classes, under a mistress, who has the assistance of her mother with the junior classes, and who is aided by two pupil-teachers and one candidate for apprenticeship, together with several other monitors. The discipline very fair. The National system, with the children in squares. Much oral teaching has been given by the mistress and apprentices to the different classes. Much advantage would be derived from the adoption of gallery-lessons to two or three classes grouped together. The mistress is a pleasing and intelligent young person, who appears to have been working hard during the past year, and to have improved not only her school, but herself as a teacher and as a guide to little children. The whole tone and manner of the children are certainly improving. Desks against the wall; great deficiency of books and apparatus.
85. Appledore, Mixed	11 June	124	61	36	150	A mixed school, under a master and his wife, and two stipendiary monitors, in the morning. In the afternoon the girls are separated for needle-work under the mistress, and the boys instructed by the master and his apprentices. The discipline is, on the whole, fair. From paucity of funds, the suggestions made by me last year have not been carried out, and the method at present followed is weak. The master is a very hard-working person; he has certainly been studying himself, and instructing his apprentices with great diligence. He has still a great work to do, and needs careful and steady grounding upon the different subjects which are taught in the school. The position of the desks need to be changed, and a better supply of books and apparatus is required.

86. Northam . . . Boys'	11 June	43	11	22	48	A boys' school, divided into four classes, under a master, aided by a stipendiary monitor. Discipline very good. The National system, with the children in squares. The upper classes are frequently placed together for oral instruction. The master disciplines his children nicely, and appears fond of his work. Desks against the wall; books and apparatus moderate.
" " Girls' . . .	"	44	12	16	46	A girls' school, under a mistress, aided by an apprentice, and one monitor who receives payment from the school managers. Discipline very good. The National system, with the children in squares. The mistress is a quiet person, ready in her class-teaching, and apparently very fond of her work. Desks against the wall; furniture moderate; books and apparatus pretty fair.
87. Bideford, Longbridge, Boys' . . .	12 June	108	54	54	110	A boys' school, divided into five classes, under a master, aided by two pupil-teachers and one candidate for apprenticeship. Discipline very good. The National system, with the children in squares. Much oral instruction is blended with the daily teaching of the children. The master is an active person, willing and anxious as a teacher, and, up to a certain point, efficient and successful in his school. Ventilation improved during the past year. Books and apparatus satisfactory; desks still against the wall.
" " Girls' . . .	"	100	"	"	60	A girls' school, under a mistress, an assistant-teacher, and one candidate for apprenticeship. Discipline very fair. The National system, with the children in squares. The mistress is kind and attentive to her children, lively as a teacher, and fond of her work. Desks against the wall; books deficient; apparatus very fair. There is also an infant school, under a mistress, in nice order, only partially examined.
89. Ilfracombe . . . Boys'	13 June	59	"	58	"	A boys' school, aided by two pupil-teachers. Discipline very good. The children are separated into three classes, in parallel lines, receive much oral teaching from the master and apprentices, whilst, at the same time, the memory is cultivated, and constantly practised. The master (certificated) is a very pleasing, gentle-mannered, and intelligent person. Since my last visit of inspection the plan of allowing the children to purchase their own school books has been adopted, and at the same time a graduated scale of payment, according to the pecuniary ability of the parents of the children, has been established; and from the latter also pecuniary advantage has been gained, to the sum of 3l. 15s. 6d. has been reproduced to the school; from the latter also pecuniary advantage has been gained to the school funds. Not only does this system seem to be beneficial in its results, but, from what I could gather, it appears to be appreciated and liked by the people. Desks and furniture satisfactory; books and furniture good.
90. Ilfracombe, Girls'	"	90	35	32	80	A girls' school, divided into four classes, under a mistress, an assistant-teacher, and one candidate for apprenticeship. Discipline good. The children receive much oral instruction from the teacher and apprentice in separate classes, but up to this time neither the mistress or pupil-teachers have been accustomed to give gallery-lessons to two or more classes combined. The mistress of the school has been working hard and with success. She is intelligent and personable, and as a teacher, and kind and attentive to the children. Books and apparatus satisfactory; desks grouped in parallel lines.
91. Drewsteington, Boys'	17 June	45	32	41	54	A boys' school, divided into three classes, under a master, and one apprenticed pupil-teacher. Discipline very fair. There have been three groups of parallel desks placed lately in the school, but their value is almost unknown. In this school the master is an intelligent person, gentle and kind in manner, but not very fluent in his class-teaching. In this school the children of the small tradesmen and farmers, either in the parish or in the neighbourhood, are permitted to attend as boarders with the master. They pay for their board and education four guineas per year. It appears to me essentially necessary that the time and attention of the school teacher should not be engrossed by the private pupils, but that they should only be sharers in the improved school instruction; whilst, out of school-hours, the master might, and ought, to give himself up to them alone as much as he possibly can. Supply of books and apparatus fair.
92. Stratton. Boys and Girls' . . .	19 June	115	12	33	60	A boys' school, divided into four classes, under a master, aided by three candidates for apprenticeship. In the same room is a girls' school, under a mistress, and three circulating monitors, who do not receive any extra instruction out of school hours. Discipline good. The National system, with the children in squares. Up to this time the teacher has not made use of his group of desks. The master is a pleasing, intelligent person, appears to have been working very hard, and very successfully in his school. The supply of books and apparatus fair.

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tyning—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
53. Barnstaple. . . Girls'	1850. 20 June	207	.	.	200	A girls' school, divided into seven classes, with one additional class of boys under a mistress and two pupil-teachers, aided by six monitors, who are paid by the teacher, and instructed by her out of school hours. Discipline good. Method defective. The mistress is overpowered by numbers. She appears to work very hard indeed with her school and apprentices. Oral instruction to two or more classes grouped together has never been practised. The groups of desks have not, up to this time, been sufficiently valued or appreciated. Supply of books and apparatus pretty fair.
94. Chittlehampton, Mixed	21 June.	58	20	20	60	A mixed school, divided into four classes, under a master, aided by a pupil-teacher. Discipline kind and effective. The National system, with the children in squares. The master is earnest, attentive to his duties, kind to the children, and devoted to his work as a teacher. This is a purely agricultural parish, in which the people are for the most part uneducated, and without this school they would continue so. Two groups of parallel desks. Supply of books and apparatus very fair.
95. Pilton. . . Boys'. " Girls' . . .	21 June. " "	45 57	.	.	.	A boys' school, under a master, aided by an apprentice. Many of the children are absolutely infants, and learning their letters. Discipline satisfactory. The National system, with the children in squares. Much oral instruction has been given by the apprentice to the upper class. The master has not been successful in his school during the past year, either in keeping up the numbers of the children in attendance on school, or in the amount of instruction given to those present. Desks against the wall; books and apparatus moderate. There is also a girls' school in the room over the boys' school, in which I found 35 girls and 22 infants. This school was not examined by me from want of time.
96. Buckland Dinham, Mixed	24 June.	61	24	22	48	A mixed school, divided into four classes, under a master, who receives the assistance every afternoon of a mistress, for the instruction of the girls in needlework. Great pains has been taken with the religious teaching of the children, and their replies upon scriptural questions, the Church Catechism, and Liturgy, were highly satisfactory. There has also been much time spent upon secular subjects, but at present this has not been so successful. The master appears very earnest and active, and makes much use of his gallery for oral teaching.
97. Bishops Sutton, Mixed	25 June.	61	20	16	60	A mixed school, divided into four classes, under a mistress, aided by four monitors. The religious teaching of the first class is taken pains with; the remaining children are not sufficiently instructed; the secular teaching is really nothing; there is great need of more care being taken of the little children. The Bible is the only reading book for the upper classes.
98. Clutton	26 June.	.	.	.	.	School closed.
99. Kingsteignton, Mixed	2 July.	141	62	79	130	A boys' school, under a master, aided by a candidate for the office of stipendiary monitor; also a girls' school, under the wife of the master. The girls are taught to write together with the boys; there is no division between the two parts of the room. The discipline has not been successful. The National system, with the children in squares; but there is an

100. Woolborough and Highweek, Boys	3 July.	42	55	53	55	intention of adding more oral teaching, and giving the lessons to two or more classes grouped together. This is an important school, with a large population who are principally employed in the pipe-clay works; the number of children is above the average for the population. The teaching, up to the present time, has been principally confined to religious subjects, as prevails to the opening of the school the children were for the most part very ignorant. Two groups of parallel desks. Books and apparatus pretty fair.
101. Coombe Down, Boys	8 July.	24	8	7	60	A boys' school, under a master, aided by one pupil-teacher. Discipline satisfactory. The National system, with the children in squares principally, though there is a kind of little gallery at one end of the room. The master is a pleasing, intelligent person; he appears to have improved himself very much as a teacher during the past year. Books very fair. The group of desks parallel.
102. Norton, St. Philip, Infant.	9 July.	52	14	16	46	A boys' school, divided into three classes, under a master, aided by one monitor, who does not receive any extra instruction. Discipline may be improved. The National system, with the children in squares. The master appears earnest and attentive. Great pains has been taken with the religious teaching of the children.
103. Compton Martin, Mixed	10 July.	55	.	.	60	An infants' school, under a young mistress, assisted by an elderly dame. Much pains is taken with the children, but they are very young, and the effect at present produced is not great. Discipline might be improved. The upper class of children read an easy narrative, and learn by heart catechism hymns. The school premises are in nice order, and there is an exercise ground provided for the children to play in. The mistress is a lively, active person, and appears very fond of her work.
104. Barwell, Boys' Girls'	11 July.	10	19	14	35	A mixed school, divided into six classes, under a mistress and six circulating monitors, who do not receive any payment for acting as teachers, neither do they receive extra instruction out of school-hours. Discipline effective; the National system, with the children in squares, the infants taught in a gallery upon the infant system. I should consider that the mistress was likely to be a useful and good teacher. The school building is in fair repair.
" "	"	55	20	20	40	A boys' school, under a master, aided by two monitors who do not receive any extra instruction out of school-hours, neither are they paid for teaching. The schoolmaster holds several parish offices in addition to his employment as teacher. The children had been dismissed for their holidays, but 10 were re-assembled, a girls' school (into which boys under nine years are admitted), under a mistress, who receives only 5s. as teacher. The little infants are taught in the gallery. Much pains appear to be taken with the religious teaching of the girls; but, as regards secular information, there is scarcely any given in the school. A great deficiency of books in the boys' school. Desks against the wall.
105. Sliphham, Mixed	12 July.	27	.	.	48	A mixed school, divided into three classes, under a mistress. Discipline kind, but there is a want of tone amongst the children. Method not much thought of. The mistress is apparently kind and careful, but not sufficiently aware of the moral and religious influence which a teacher ought to have over her children. Instruction most limited, both on religious and secular subjects.
106. Congrestbury, Mixed	15 July.	73	30	68	84	A mixed school, divided into five classes, under a master and his wife, aided by three monitors, who receive a little instruction from the master. Discipline very good. The National system, with the children in squares. The instruction is given with care and attention, but as yet the master has not been long enough to effect very much. Great pains has been taken with the religious teaching in the upper class rather more might be done in the junior classes. There is a fair supply of books and apparatus. The master was trained at Chichester.
107. Bishopst. . . Mixed	16 July.	79	12	.	64	A mixed school under a master, with a mistress to instruct the younger children, and to teach the girls needlework. Discipline satisfactory. There has been much time taken with the religious teaching of the upper class; the remaining children might have more care taken of them. The children are very young indeed; 40 are merely either learning their letters, or putting two or three letters together. The teachers are both careful and attentive, and the master appears to have been successful. The mistress has only lately entered upon her duties.

Tabulated Reports, in detail, on Schools inspected by Rev. E. D. Tining—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance. In ordinary.	
108. Chew Magna, Boys' . . .	1850. 19 July.	60	6	19	45	A boys' school, under a master, aided by three monitors, who do not at this time receive any extra instruction. Discipline good. The system National, with the children in squares. The instruction upon religious subjects is taken pains with, especially in the first class; in the second class it might, without difficulty, be carried further. The master is a pleasing intelligent person, gentle in manner, and he appears to give satisfaction as a teacher.
109. Compton Bishop, Mixed . . .	22 July.	44	13	10	39	A mixed school, divided into four classes, under a master whose wife attends for two hours in the afternoon, to instruct the girls in needlework. The children are in better order than at my last visit. There is not sufficient attention paid to method. The master does not, to my mind, realize fully the great responsibility of the office of a school teacher.
110. Bridgewater, St. John's, Eastover, Girls' . . .	24 July.	68	.	.	70	The school buildings are excellent. Population great, and almost all poor, yet there is no boys' school on the premises, and the girls' school is only maintained privately by an elderly mistress on her own account, of course to be continued or discontinued by her at any moment. The instruction is extremely limited.
111. Middlezey, Mixed	25 July.	42	.	23	56	A mixed school, under a master, aided by his sister and five monitors. The sister of the master is delicate in health, and takes charge of the little children in one of the rooms of the dwelling-house. The monitors do not receive extra instruction, neither are they paid for teaching. There is a very good supply of secular books. Discipline satisfactory. Method National, with the children in squares. The needlework moderate. The religious teaching is given with care, but might be increased. There has been a great improvement made in the playground by the erection of an exterior wall. The offices have also been erected afresh. The master is earnest, single-minded, and seems to realize the responsibility of his office as school-teacher.
112. Yatton, . . Boys' " " " Girls' . . .	26 July. " "	25 38	7	12	45	A boys' school, under a master. There is not much to be reported of in this school; the school has been closed during a change of teachers, and now, upon its re-opening, there is not any great extent of discipline or instruction. The master bears a high character. A girls' school under a mistress, who is assisted by two or three of the elder girls as monitors. The religious instruction given to the children is sound and good; and much pains appears to have been taken with the children by the mistress, who is careful, attentive, and fond of her work. The supply of apparatus is very moderate. Discipline satisfactory. Method National, with the children in squares.
113. St. Austell, Boys'	30 July.	119	72	95	112	A boys' school, under a master, who was trained at Exeter, unassisted by any efficient monitor. Discipline very much improved. The whole tone and character of the instruction raised. The school furniture is much increased, and the desks are grouped together in parallel lines. The master appears to be earnest, hard-working, and aware of the responsibility of his office. He is overpowered by numbers. The echo in the school is a serious evil, and needs to be lessened; but the smell from stables, drains, &c., is absolutely unbearable.
" " " Girls' . . .	" "	62	21	57	55	A girls' school, under a young teacher educated at the Central School at Truro. The instruction, discipline, and method, all require to be increased and improved. The apparatus and desks are satisfactory.

114. Chacewater, Boys'	31 July.	83	73	100	81	A boys' school, under a master, aided by two pupil-teachers, and another lad who assists with the little children. Discipline very fair. The children are placed in parallel desks. Much oral instruction is blended with the general working of the school. The master appears to be careful with his children, and ready in imparting his information to his class. The Earl of Falmouth defrays the greater part of the expenses. The children leave very early to go to the mines for employment; they are certainly much improved during the past year in tone and manner, as also in the instruction which they have received. The supply of books very deficient; apparatus moderate.
Girls' . . .	"	39	55	72	50	A girls' school, under a mistress, aided by two candidates for apprenticeship. Discipline very fair. The National system, with the children in squares. The mistress is a pleasing, intelligent person, who will, I believe, do well in a school, if she really takes pains and applies herself to the work.
115. Illogan, . . Boys'	1 Aug.	142	63	75	126	A boys' school, under a master, aided by three pupil-teachers and one other candidate for the office. Discipline good. The children are divided into three sections, one of which is generally under oral instruction in the class-room; the other two sections are kept in the school-room, one engaged in reading, whilst the other is occupied with the slate and pencil. The master obtained his certificate in 1848. He has evidently been working very hard during the past year with his apprentices and with his school. This school is entirely supported by the Baroness Basset. The instruction is given with much care; arithmetic and easy sums in algebra good. Each section of the school is equally taken care of, and proportionally advanced. There are parallel desks in the class-room. Books and apparatus satisfactory.
116. Illogan, . . Girls'.	1 Aug.	46	21	10	40	A girls' school, under a mistress, who is assisted, especially in needlework, by her mother. Discipline very good. The instruction of the first class (which is comparatively superior to that of the remaining part of the school) is satisfactory; much pains appears to be taken with the religious-teaching of the children. The needlework is reported to be very good. The mistress is quiet and earnest in her work; she appears to give general satisfaction, and, I should think, deservedly so. The expenses of the school are defrayed by the Baroness Basset.
117. Mylor Bridge; Mixed. Infants'.	2 Aug. "	127 33	45	46	165	A mixed school, under a master, aided by four pupil-teachers. The girls, who are placed for needlework under the daughter of the master, attend for half the day—part of the children in the morning, and part in the afternoon in the boys' school, and receive their instruction from the teacher. Discipline may be more firm and effective. The children are in large classes under the pupil-teachers and master, who give much oral instruction to them. There might be an improvement made in the lower part of each class. The master is kind in manner and intelligent. My own fear is, he should allow his time to be spent in the superintending others rather than in giving to them sound and useful connected instruction. I cannot report of the improvement of this school. It is feared that there has been an increased change amongst the children during the past year; even with this stated change, I am of opinion that, with four apprentices, more must be expected. There were also 35 infants present in an upper room, under the daughter of the schoolmaster. Desks and furniture; books and apparatus satisfactory.
118. Baddin, . . Mixed	5 Aug.	61	.	.	80	A mixed school, under a master, aided by one pupil-teacher and one candidate for apprenticeship. Discipline very fair. The children are principally taught upon the National system, but gallery lessons are also given to the classes combined. The master has had great difficulty in getting the attendance of the children in a way regular. There is much credit due to him for the present state of the school. The younger children require the greatest care and attention. This is a nice school-building, erected close to the church, in a wild mining district, with about 2,000 population. The whole district has been newly formed. Desks and furniture satisfactory. There is a deficiency of books.
119. Penryn, . . Boys'	6 Aug.	148	45	48	145	A boys' school, under a master and two pupil-teachers, aided by several monitors, three of whom are candidates for apprenticeship. Discipline good. The children are still taught in squares and entirely under the monitorial system. Much benefit might be derived from an increased amount of oral instruction being given to the children, and from the grouping together several classes for a gallery lesson. The master appears painstaking and industrious. Great pains appears to have been taken with the school; the writing magnificent, excellent. The younger classes require especial attention. The boys from the Union workhouse attend the school; 20 were present this day. There were also 57 girls present under the same roof, but the school was not examined; the children appeared quiet and orderly. Great benefit would be derived from a change of desks, and from a gallery. Books deficient; maps fair; black-boards much needed.

Tabulated Reports, in detail, of Schools inspected by Rev. E. D. Tining—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
120. Trevenon, Boys'	1850. 7 Aug.	134	25	70	120	A boys' school, divided into five classes, under a master, aided by two apprentices, and one candidate for the office of pupil-teacher. Discipline very good. The children receive a great deal of their instruction orally in collective lessons; they are also taught to commit to memory. The master is an intelligent, well-informed person, fully aware of the responsibilities of his office as a teacher. He seems to labour to the utmost of his power to fulfil the duties which he has undertaken. He obtained his certificate after training at Bideford. This is a very good school; the whole tone and character of the instruction satisfactory. The school is supported by the Baroness Basset. A certain portion of ground is allowed for gardening. Books, apparatus, desks, and furniture good.
121. Pool, Girls'	7 Aug.	83	16	36	84	A girls' school, divided into four classes, under a mistress, aided by one pupil-teacher, and two candidates for apprenticeship. Discipline very fair. The National system, with the children in squares. The mistress is intelligent and well-informed, aware of the responsibilities of her office, and year by year entering more fully into them. The school has certainly improved, but there is still room for advancement. The school is supported by the Baroness Basset.
122. Crowan, . . . Girls'	9 Aug.	106	45	63	98	A girls' school, divided into six classes, under a mistress, aided by two pupil-teachers. The whole tone and manner of the children show that such pains have been taken with the drill, order, and management of the school. Discipline very good. The National system, with the children in squares, but the classes are placed in three divisions for oral instruction. The mistress is a quiet, pleasing teacher, appears fond of her work, and really enters into it with spirit. The expenses of this school are defrayed by the Rev. H. Moleworth St. Aubyn. The school buildings are very nice, and the school itself is in a very satisfactory state. There are two groups of parallel desks; books only moderate; furniture good.
123. Truro-Kenwyn, St. George's, Mixed . .	12 Aug.	145	63	79	150	A mixed school, the boys of a certain limited age, under a mistress, certificated, and two pupil-teachers, with one candidate for apprenticeship. There are four rooms occupied by the children, and it is proposed to use these different rooms for the different occupations in which the children are engaged, e. g. 1. Reading. 2. Writing and arithmetic. 3. Oral instruction. The fourth room to be kept for the infants. Discipline very good. The National system, with the children in squares. There have been, up to this time, too many classes, and too few children in each class. Oral instruction to two or three classes grouped together, has been very little practised. The mistress obtained her certificate in 1849; she bears a very high character, both as a teacher and trainer of little children. From having undertaken the office of a National school teacher late in life, she is, at this time, wanting in some of the details of order and drill, but she appears most anxious to carry out any suggestions for the good of her school and children. The desks are grouped together in parallel lines, and a gallery has been erected for the infants: ventilation increased.
124. Truro, St. Mary's, Boys' . .	12 Aug.	100	29	70	95	A boys' school, under a master, one monitor, and several of the first-class children who assist as teachers. Discipline very fair. The old monitorial system, with the children in squares. The master appears earnest and attentive to his duties, and he bears a high character from those interested in the school. Supply of books not extensive.
125. Gwennap, Boys'	13 Aug.	71	27	20	93	A boys' school, divided into four classes, under a master, aided by an apprentice and one other candidate for the office of

pupil-teacher. Discipline very fair. The children are instructed to a great extent by the master collectively: simultaneous answering has been too much allowed, and the lessons have been above the comprehension of younger children. The master appears earnest and anxious for the welfare of his children. Much improvement has been made in the internal arrangements of the school by the erection of groups of parallel desks in gallery. There is a great desire that the school should be made efficient. Books deficient.

A girls' school, under a mistress and one candidate for apprenticeship. Discipline not effective. Method has not been sufficiently considered; nominally, the National system, with the children in squares. The mistress examined her class nicely; she appears fond of her employment, and bears a high character from those interested in the school. The payment of children being different for different subjects is working detrimentally to the school. Desks against the wall: books deficient.

A boys' school, under a master, who has no other assistance than a few unruly and inexperienced boys to act as monitors. The whole tone and discipline of the school requires careful attention before any calm and quiet order will be obtained. It is also essential that some boys should be trained as monitors to aid the master in the school.

A girls' school, under the wife of the master. The elder girls receive some instruction from the master with the upper class of boys. In this, as in the boys' school, there is much to be done before any real moral and religious benefit can be expected.

A mixed school, divided into five classes, under a master, aided by two apprentices. Discipline kind, gentle, and effective. The children receive much oral instruction. I consider that a certain amount of daily repetition lessons would be of service, and assist in infusing deeper upon the mind the teaching which is orally given. The master (certificated) is earnest, hard-working, and intelligent; he has absolutely slaved in his school, and with much success. An additional class-room has been formed, since my last visit, in the room under the boys' school, which had not been previously used. This school is in a very satisfactory state both as regards the religious and secular instruction, and also as to the tone and manner of the children. Desks, apparatus, and books are satisfactory.

A boys' school, under a master, who appears careful and attentive; disciplines his children fairly, and, as far as the instruction is carried, gives it with earnestness and diligence. Great pains is taken with the religious teaching of the upper children, but there is scarcely a comparative amount of information to be drawn from the junior classes.

A girls' school, under a mistress, in good order. The replies upon religious subjects were made with much reverence and with ease on the part of the children; the secular instruction is also progressing very fairly. Since my last visit of inspection the apprentice which appears to give general satisfaction to the school-children and their parents.

A boys' school, divided into five classes, under a master, aided by a candidate for apprenticeship. Discipline very fair. There is much collective teaching given to the children, and lessons, which are committed to memory, are repeated before the hours of school commence. The master is simple-minded, earnest, and pleasing in manner. He has only lately entered upon his duties in the school. The buildings are good. Much depends upon the energy and zeal of the incumbent of the district. The desks are just grouped together in parallel lines by the present incumbent. Furniture not extensive; books very deficient.

A girls' school, divided into five classes, under a mistress and one candidate for apprenticeship. Discipline very fair. There is much oral instruction given to the children collectively. The mistress is a quiet, unassuming person; with care and attention, she may do well. This is an important district in the midst of the mining population. Books deficient.

A mixed school, mostly girls, under a master and his wife, aided by two candidates for apprenticeship. Discipline good. The children receive much oral instruction collectively. Once or twice in the week the whole school is grouped together for lessons upon religious subjects; at other times, it is divided into three sections. The master appears to have much power in raising and disciplining the children, and, as a teacher, is earnest and devoted to his work. This is a very fine school, and likely to rise to much efficiency, through the care and attention of the parochial clergyman. The desks are placed against the wall: the supply of books and apparatus good.

126. Gwennap, Girls'.	39	13	67	40	92	50	80	70	40	37
127. Camborne, Boys'.	13 Aug.	93	53	30	51	77	111	52	59	13
128. St. Breage, Mixed	14 Aug.	94	77	44	58	58	58	58	58	58
129. Protheren, Boys'.	14 Aug.	44	58	58	58	58	58	58	58	58
130. Tuckingmill, All Saints; . . . Boys'	16 Aug.	52	58	58	58	58	58	58	58	58
131. St. Buryan, Mixed	19 Aug.	59	13	37	37	37	37	37	37	37

Tabulated Reports, in detail, of Schools inspected by Rev. E. D. Tinling—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
132. St. Mary's, Scilly Isles, . . . Mixed	1850. 21 Aug.	81	39	16	83	A mixed school, divided into three sections, one of which is subdivided, under a master, with two candidates for apprenticeship. Discipline satisfactory. There is much oral instruction given to the different classes in gallery, and many of the children are made to commit to memory various lessons. The master is about to leave; he has, up to this time, been most careful and attentive to his school, and is well reported of by those interested in the island. Great interest is paid to the education of the children of the par by the proprietor, Augustus Smith, Esq., who spares no expense to have the schools in the different islands efficient. The desks, apparatus, school-furniture, and books are satisfactory.
133. St. Mary's, Scilly Isles, . . . Infants.	21 Aug.	51	20	16	60	Infant school under a mistress, aided by a pupil-teacher, and also by an assistant-teacher; discipline moderate. The children are not sufficiently under control. The infant system. The mistress imparts her information with ease and readiness, but has not been very successful in the effect produced upon the children.
134. Trecco, Scilly Isles, Mixed.	22 Aug.	67	24	16	72	A mixed school divided into three classes, under a master, aided by two pupil-teachers. Discipline satisfactory. The master is an earnest, attentive, and pleasing person, wholly given to his work, and well-reported of by those interested in the school. Great attention is paid to the children. There is also an infant school in the island, in which I found 50 children assembled, under a mistress, assisted by one of the elder girls from the mixed school. The whole order and management, as well as the instruction given to the little children, was highly satisfactory. Desks, books, &c., satisfactory.
135. Trecco, Infants.	"	50	"	"	"	A boys' school, divided into four classes, under a master, aided by one pupil-teacher, and one candidate for apprenticeship. The upper class of girls are at times, and especially for English history and geography, instructed orally, by the master in the boys' school. Discipline good. Much oral instruction is given to the children by the master and pupil teacher in collective lessons. At the same time the children are taught to commit to memory certain lessons to strengthen and give a steadiness to the mind. The master has evidently been working very hard, and with much success. The school has decidedly advanced during the past year. There are three groups of parallel desks. Furniture satisfactory. Books and apparatus good.
136. St. Erth, Boys' . .	26 Aug.	72	87	71	68	A girls' school divided into four classes, under a mistress and a pupil-teacher, superintended by the wife of the master, who undertakes the needlework. The first class girls are at times instructed by the master of the boys' school; discipline good. The instruction is given in collective lessons as much as is considered feasible, and individual teaching is blended with it; at the same time, the mind is disciplined by lessons committed to memory. The mistress is a quiet, well-informed young person, who appears willing and anxious to work both for her own improvement and that of the school and her apprentice. Desks, books, apparatus, and furniture satisfactory.
" " Girls' . .	"	63	69	54	65	
137. Cornwall, Central, Boys' . .	27 Aug.	110	41	49	111	A boys' school, divided into seven classes, under a master aided by five apprentices. Discipline good. The old monitorial system, with the children in squares, with the exception of two small groups of desks, in which two of the classes are now instructed. The master (certificated) is a pleasing person; well qualified for the office of school teacher. He appears to gain not only the confidence of the school managers, but of the children themselves.

	113	.	97	112	This is a large and important school, in which many of the children are assembled from the different parishes in Truro. A great desire is shown to continue this school as an efficient model to the neighbourhood. The supply of books and apparatus is pretty fair.
Girls' .					A girls' school, divided into nine classes, under a mistress, aided by three pupil-teachers and 13 young persons from the training department. Discipline good. The old monitorial system (practically) with the children in squares. The mistress is an intelligent person (certificated), and appears to take an interest in the work which she has in hand. In addition to this girls' school, she has the charge of the female training department, which has only one other teacher (the sister of the master). The pupil-teachers appear to be instructed by the mistress day by day, together with the students of the institution. This school is made use of as the practicing school for theyoung persons under training. A deficiency of maps. Books satisfactory. Desks against the wall.
138. Polruan.	29 Aug.	33	10	46	A boys' school under a master, aided by an apprentice. Also a girls' school, under the wife of the master, in which there is an apprentice who receives her tuition from the master, the mistress being required to be present. Discipline fair. The master is just leaving the school for another appointment in the western division of the county. Desks good. The supply of elementary books deficient.
Boys' Girls'	" "	23	12	8	
139. St. Ewe. Mixed	30 Aug.	86	21	52	A mixed school, divided into four classes under a master, aided by two apprentices, and assisted also by one of the children of the upper class, who teaches the little infants in an adjoining room. There is also a female in attendance every afternoon to instruct the girls in needlework. Discipline good; gentle, and effective. Much oral instruction given by the master and the apprentices, to the different classes of children, and lessons are also frequently committed by the elder children to memory. The master is a careful, earnest teacher, ready in questioning his children. He obtained his certificate after an examination at Bath, Easter 1850. He was trained for two and a half years at Exeter. The school is entirely supported by J. H. Tremayne, Esq.; of Heligan, by whose kindness a liberal supply of books, apparatus and school furniture is supplied.
140. Redruth. Boys' Girls'	2 Sept.	59	.	.	A boys' school under a master. Discipline effective to a certain extent. The system is to be altered. The master appears earnest, anxious, and attentive to his duties: he intends to offer himself as a candidate for certificates of merit at the next general examination. There is also a girls' school (including a class of little boys) under a mistress. The supply of books and maps of school furniture, and the desks, all require to be replenished and carefully looked to.
141. Hresenford. Mixed	4 Sept.	62	15	20	A mixed school (mostly girls) divided into three classes, under a mistress, aided by two apprentices. The children that are not in the gallery of desks are placed in parallel lines upon raised forms. Discipline good. The children are taught in three sections. Much oral instruction is given, which is blended with learning from memory prose as well as verse. The mistress is an earnest-minded person; industrious, and very attentive to her duties. She appears to realize the great responsibility of her office. Desks good; books and apparatus satisfactory; school furniture satisfactory.
142. Deviock. Mixed	4 Sept.	38	.	.	A mixed school (principally boys). The instruction has been carried on since the decease of the master, by the apprentice, and a female for the little children. Discipline very fair. The school was only partially examined by me, these being no master.
143. Altarnun. Boys'	5 Sept.	42	.	.	A boys' school, divided into four classes, under a master and one candidate for the office of stipendiary monitor. Discipline kind, but not effective. The National system, with the children in squares. The master shows much desire to carry on the instruction of his boys, but he is lacking in energy. Books and apparatus very moderate.
144. Pili. Boys'	16 Sept.	78	.	75	A boys' school under a master, who is anxiously waiting for the apprenticeship of one or two pupil-teachers to aid him in his work. Discipline will require careful attention. The school at this time is in a very rough state. The desks have only lately entered upon his work; he appears likely to be of much service in his school. Books fair; desks against the wall.

Tabulated Reports, in detail, of Schools inspected by Rev. E. D. Tinsling—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
145. Sandford. Boys' . . . Girls' . . .	1850. 17 Sept. ,, ,	73 51	20 18	12 20	55 60	A boys' school, under a master who has held the situation of school teacher for many years. Discipline has not been enough considered. No particular method with regard to instruction. Sir H. Ferguson Davie, Bart., by whom the school is almost entirely supported, proposes to make such improvements and alterations as to enable the school to have the benefit of apprentices. A girls' school, under a mistress. Instruction limited, yet much care and attention have been given to the children. The system may be improved. Discipline satisfactory. The mistress appears very anxious to do her work well; she is nervous in manner.
146. Halberton. Boys' . . . Girls' . . .	18 Sept. ,, ,	38 51	19 25	. .	35 45	A boys' and a girls' school in separate rooms, under a master and his wife. The children are very young; but more information might be given to them by oral instruction even at their present age. Order and discipline pretty fair. The upper class of boys and girls repaid with some amount of life and animation upon Scripture and Church Catechism. A grant toward a supply of books and maps, as also for the re-arrangement of desks, would be of great benefit to the school.
147. Coxley. Mixed . . .	19 Sept.	24	.	.	.	A mixed school under a mistress aided by her daughter; the children are certainly very young, almost infants. The teaching most limited.
148. Wookey. Boys' . . . Girls' . . .	20 Sept. ,, ,	38 33	27 21	39 24	47 38	A boys' and a girls' school under a master and his wife, without any monitor above the age of 11 years. Discipline kind and gentle. Method may be improved. The instruction up to this time has been almost entirely confined to religious subjects.
149. Penzelwood. Mixed . . .	23 Sept.	3*	11	8	22	A mixed school of very little children, who appear to be very irregular in attendance, and whose parents in no way seem (as reported to me) to value the early education of their children. The school buildings are very good, and erected with much taste. The instruction is very limited and very moderate in character. Method is not much considered. Discipline kind, but not effective. The mistress is a dame. The school deed and building accounts were not in possession of the resident clergyman, they were to be produced at the next visit of inspection.
150. Blandford. Boys' . . .	24 Sept.	151	76	94	135	A boys' school, divided into six classes, under a master, three apprentices, and one additional candidate for the office of pupil-teacher; discipline pretty fair. The National system, with the children in squares. The first class is generally instructed in the class-room. The master is an extremely earnest, zealous person, found of his work, and most active as a teacher; he obtained his certificate of merit in 1849. The children from the Union are instructed together with the other boys of the town. I am glad to be able to report a steady progress during the past year. Books require to be replenished. Desks imperfect and insufficient.
151. Stinsford and Bockhampton. Mixed . . .	24 Sept.	41	9	8	45	A mixed school, under a master and his wife, the children appear to be taken great care of; discipline gentle; instruction sound: the National system, with the children in squares. The master appears anxious and earnest in his work.

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Tabulated Reports, in detail, of Schools inspected by Rev. E. D. Tinling—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
161. Bath, Beacon Hill.	1850 14 Oct.	51	7	13	54	A boys' school, divided into five classes, under a master, assisted by a few of the upper boys who act as monitors. The discipline may be improved. The children are instructed in the old monitorial system, and are ranged in semi-circles. The master appears earnest, gentle in manner, and willing to work. This school was erected for the children of the poor in the hill district of the parish of Walsot; the present rector, by means of the alms collected in one of the chapels of the parish, clothes entirely 19 of the children in attendance on this school, and provides for their apprenticeship, when they leave school. A grant of books and maps would be of great service to this school; at present, the supply is very deficient indeed.
Girls' . . .	"	8	16			A girls' school, divided into four classes, under a mistress, assisted by the upper children, who act as circulating-monitors. Discipline very fair. The children are instructed by monitors, in semi-circular classes. The mistress is kind, and appears to have obtained a pleasing tone throughout the school. She does not feel herself intellectually competent to undertake the teaching of apprentices. 12 of the girls in this school are clothed entirely (except in shoes and stockings) by the alms of several persons interested in the school. Books, apparatus, and school furniture very deficient: desks against the wall.
162. Walsot (Bath), Guinea Lane. Boys' . . .	15 Oct.	89		78	199	A boys' school, divided into nine classes, under a master, aided by four apprentices and six monitors. Discipline kind and effective. The children receive much of their instruction orally: it would be of great benefit if lessons were committed to memory more frequently. The master is earnest-minded and hard-working, kind and gentle to the children. Since my last visit of inspection, great improvement has been made in this school, both with regard to the interior arrangement of the desks and classes, and the quiet and orderly behaviour of the children; the master has lent himself most earnestly and willingly to the suggestions given, and striven to the best of his ability to increase and raise the instruction of the children. Books and apparatus fair.
Girls' . . .	15 Oct.	60		56	87	A girls' school, under a mistress, aided by two apprentices and two circulating-monitors. Discipline very good. The children are instructed orally, to a great extent, in galleries; but at the same time, as time as possible, in the classroom. The mistress is attentive and kind in manner. More care should be paid to the arithmetic lessons to memory on different subjects. The work should be paid to year: the work is satisfactory; the instruction sound and carefully given. I have been much pleased to find that the children are given with much improvement. Two groups of desks have been erected during the past year. Books, apparatus, and school furniture are given with much improvement. The teaching appears to be satisfactory. There is also an infant school under the same roof: the teaching appears to be satisfactory. The mistress and the children showed marks of affection towards their teachers (a mistress and three monitors); but the discipline, and the children were far from punctual.
163. Bath, Abbey and St. James'. Infants' . . .	17 Oct.	30	13		70	An infant school under a mistress, aided by three apprentices and six monitors. The children are instructed in the old monitorial system, and are ranged in semi-circles. The mistress who also act as monitors, all the infants are in their galleries. The infant system is satisfactory. The infants are in three sections, in each of which is a gallery, and the others are each made to contain together, and the others are each made to contain together, and the others are each made to contain together.

for the babies. This is the best infant school which I have ever seen. The order and management of 190 children under seven years of age is extremely good. I was excessively pleased with the general instruction given to these little infants, and also with the reverential manner and behaviour of so large a body of almost babies at the opening of the school. The mistress is intelligent, kind in manner, and appears to love her work. She obtained her certificate in the spring of this year. School furniture and apparatus good. A small collection of objects is being made by the Rev. T. Woodward, of St. James', who takes great interest in the school.

A boys' school, divided into seven classes, under a master, aided by three apprentices and nine clothed monitors. Discipline moderate. Simultaneous teaching in galleries both by the master and apprentices. A large number of assistant monitors are provided by the school fund, the benefit as at present arranged is doubtful. The master appears attentive and anxious, generally well-informed, and fitted for the office which he holds. During the past year many improvements have been made in the internal arrangement of the desks and stools: there still requires something to be done with respect to the extent of echo in the room, which is decidedly injurious, and ought to be lessened. Books very fair.

A girls' school, under a mistress, aided by two apprentices and eight additional clothed monitors. Discipline very fair. The National system, with the children in squares, although a group of parallel desks and a small gallery have been erected since my last visit of inspection. The mistress is intelligent and well fitted for her work as school-teacher. She obtained her certificate of merit in 1849. She has not been, up to this time, very successful with her children, but much, I consider, is owing to the imperfect supply of books, &c. The supply of books and apparatus at this time are very deficient.

A mixed school, under a master, aided by four apprentices, with the infants in an adjoining part of the building under a young female—formerly a candidate for apprenticeship. Discipline kind and gentle; but the drill of the children may be easily improved. The National system, with the children in squares, with the exception of a group of parallel desks which are partially used. Much oral instruction is given. The masters are earnest, willing persons, simple in expression and fluent. He obtained his certificate in 1850. The instruction is elegant, and given with attention and pains by the master. Especial care should be taken of the spelling. Books and apparatus satisfactory.

A mixed school, under a mistress, aided by a stipendiary monitor. Discipline good; the tone and manner of the children pleasing. The National system is followed with the upper children, and amongst the lower classes the teaching practised in infant schools has been blended with it. The mistress is willing and gentle in manner towards her children. She is improving herself another children year by year. The children are very young: great pains and labour are bestowed on the teachers and children by the daughter of the clergyman. A little gallery for infants would be very desirable.

A boys' school divided into six classes, under a master who is assisted by six circulating monitors. The boys who are thus placed out as monitors are so young and inexperienced, that they are unequal to the work assigned to them. The instruction of the children throughout the school is at this time most limited; whilst the earliest and most simple religious truths have not been taught to the junior classes. The method adopted with the children does not appear satisfactory; the discipline is rather obtained by punishment than by love. The master appears willing to improve himself and his school. He will have to work very hard, and obtain some assistance more efficient than his school now affords, before much can be expected.

A girls' school, under a mistress, with the assistance of five circulating monitors. The discipline and method require to be more considered. The instruction is confined to reading and needlework, although several of the children are stated to be learning compound rules of arithmetic, and to be writing and dictating, and composition, scarcely any of them were able to work sums in simple multiplication, or write with any accuracy; the replies upon religious subjects were not by any means satisfactory. The mistress appeared to be a good needlewoman, but in no way to realize the fact, that the instruction and training which is imparted within the school is almost the whole amount of religious and moral teaching which is afforded to the children. An infant school is also attached to these schools. There were 112 present, under a mistress; but I was not informed of the school until too late to stay long in it.

164. Rath. Central (Weymouth House).	Boys' . .	30 Oct.	189	121	112	175	
	Girls' . .	"	99	74	56	94	
165. Wareham.	Mixed .	22 Oct.	137	41	71	151	
166. Osmington.	Mixed .	22 Oct.	49	10	7	50	
167. Melcombe Regis.	Boys' . .	23 Oct.	117	57	73	110	
	Girls' . .	"	81	42	52	93	
	Infants' .	"	112	20	100	122	

Tabulated Reports, in detail, of Schools inspected by Rev. E. D. Tinsley—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	Attendance. In ordinary.	
168. Sutton Waldron. Mixed.	1850. 24 Oct.	84	28	43	82	A mixed school, under a master, aided by two apprentices. Discipline very fair. Much oral instruction is given to the children, blended with lessons committed to memory. The master obtained his certificate after training at Bathurst; he is hard-working and earnest. The instruction given is of a superior order, especially the teaching of the children in Holy Scripture, the Church Catechism, and the Liturgy. Books and apparatus satisfactory; desks in parallel lines. An excellent shed has been erected in the play-ground during the last year.
169. Enmore Green. Mixed.	24 Oct.	87	16	23	75	A mixed school, under a mistress, aided by two pupil-teachers. Discipline very fair. The National system amongst the upper classes, in squares. The younger ones are placed in a gallery. The mistress (certificated) is a clever, active, person, doing much good. The school has improved very much indeed under her care, both as to discipline and instruction. This is an extremely poor district, and for a long time it was without any efficient school. The present school has improved greatly during the past year, both with regard to the instruction and discipline of the children. A nice group of parallel desks also has been erected, and a fair supply of books and apparatus provided.
170. Gillingham. Mixed.	25 Oct.	84	28	63	75	A girls' school, under a mistress, certificated, aided by a pupil-teacher and one paid monitor. Little boys are admitted under 8 years of age. Discipline very good. The method is successful. Much oral instruction is given to the children, and at the same time, great attention paid to their reading and spelling. The mistress is a gentlemanly person—kind to the children, and very efficient as a teacher. She obtained her certificate after training at the Training Institution at Southbury. The tone and manner of the children are highly satisfactory, and the instruction is sound and good. I was much pleased with the school on every respect. A group of parallel desks has been erected during the past year. Supply of books and apparatus very fair.
171. Motcombe. Boys.	25 Oct.	57				A boys' school, divided into three classes, under a master, aided by circulating monitors. The reading is extremely prominent, especially in the lower classes. The National system, with the children in squares. There is evidently an amount of pains taken with the children, and on the whole, with pretty good success. The master appears earnest; he has been a teacher for a great many years.
Girls.		46	13	10	49	A girls' school, under a mistress, with circulating monitors. The discipline in this school is quiet and pleasing; the needlework very good. Much pains appears to have been taken with the reading; the secular knowledge of the children is not extensive. The mistress does not appear to be so much an instructor of the children as a superintendent of the school.
172. Shaftesbury. Boys.	29 Oct.	109	35	41	100	A boys' school, divided into six classes, under a master, aided by two pupil-teachers and two candidates for apprenticeship. Discipline good. The National system, with the children in squares. The master is an intelligent and well-informed person—a good teacher, and apparently devoted to his work; he obtained his certificate in 1848. Much pains is taken by the clergyman with the instruction of the children. The first class of children are really well educated. The whole school is satisfactory. Books and apparatus fair. Desks against the wall.

A girls' school, divided into six classes under a mistress, aided by one pupil-teacher and one candidate for apprenticeship. One of the apprentices has died during the past year. Discipline good. The National system with the children in squares. The mistress is an intelligent, pleasing person, certificated, very apt at imparting her information, and extremely kind in her manner to the children. This school is in a very satisfactory state; whilst I am able to report most favourably of the younger children, I am of opinion that some plan may be easily adopted by which to make the teaching of the younger classes more proportionate to the elder ones. The desks are against the wall. Books and apparatus satisfactory.

A boys' school, divided into six classes, under a master, aided by three apprentices and two candidates for the office of pupil-teacher. Discipline kind and gentle; but the drill of the children may be improved. A very large and important school, in which the parishioners as well as the clergy take great interest. The master appears attentive and earnest-minded; the teaching is extensive, and given with much care. Collective lessons are given to the classes separately, and frequently to the whole school; the children are accustomed to reply too much simultaneously; it induces them to depend more than they ought to do upon one another. Desks, books, and apparatus satisfactory.

A girls' school, under a mistress, aided by an apprentice and candidate for the office of pupil-teacher. Discipline very fair. The children receive much oral instruction in collective lessons. The mistress appears energetic. She has only been in the school for one year; she is now leaving. This school has suffered up to this time from a frequent change of mistresses. Desks against the wall. Books and apparatus satisfactory.

The inspection was fixed for Friday, July 5, 1850; but the school was found to be closed.

Girls' . . .	96	21	37	85	
Boys' . . .	140	30	60	125	
31 Oct.					
Girls' . . .	84	40	45	80	
173. Weston-Super-Mare.					
The numbers present when added	{ 6791 9319 17134 }				
together make 19,229					
174. Ken					

General Report, for the Year 1850, by Her Majesty's Inspector of Schools, the REV. M. MITCHELL, M.A., on the Schools inspected by him in the Counties of Cambridge, Essex, Huntingdon, Norfolk, and Suffolk.

MY LORDS,

DURING the past year I have been enabled to obtain a more accurate knowledge of the state of education in the five counties forming my district, and am therefore able to speak more decidedly than was possible in my former Report.

The education of the working classes should to some extent be adapted to the position which they are to occupy in future life. Regarded in this view, the district may be divided into dwellers in towns, fishermen, sailors, and agricultural labourers. In the schools at present established, no difference in the subjects taught is attempted, nor in the method of teaching, so as to conform the education of the people to their future life. All, with more or less success, learn the same things, and are taught in the same manner; the branches seldom extending beyond simple reading and writing, cyphering, sometimes as far as proportion, but mostly confined to the four simple and compound rules; a little smattering of geography, grammar, and History of England,—with here and there the very elements of vocal music; to which, however, must be added a general knowledge of Bible History,—and the Catechism, with certainly an increased understanding of its meaning.

There are many schools in the district working, I really believe, up to the full extent that children of the class and age, considering all their circumstances, can be taught, and in which advanced intellectual instruction is combined with excellent moral tone; from whose teaching, therefore, there is every reason to expect that, with God's blessing, good Christians and faithful citizens will result.

There are others whose mental character is commendable more than the moral; in which greater attention seems to be paid to the instruction than the education. Such schools are very few, and in them it generally happens that the intellectual acquirements are the portion of only a small number of favoured scholars, even to the injury of the instruction of the mass; that the knowledge is more showy than solid, and consists chiefly in arithmetic and good writing, much prized by the parents, and not unfrequently the great features of an ill-organized school. Institutions of this class are too often positive evils.

There is a third class of school, found in villages mostly, and chiefly under females, in which, though the instruction be

moderate, the tone is very good, and from which the inspector returns with a conviction that, if the children be not very clever, or highly intellectual, yet that they will grow up honest, cheerful, dutiful, obedient citizens of the State, as well as good Christians, and be fitted to fulfil with faithfulness and truth the simple duties that a country life requires; who perhaps may perform the labours of the station to which God has appointed them, even better than those more intellectually, and certainly better than those *only* intellectually taught. .

A fourth class of school is that from which no conceivable advantage seems to be obtained; in which the master is ignorant and slovenly—the school-room dirty and ill found—the children ill disciplined, unwashed, uncombed, with clothes unbrushed and ill put on, slouching in person, uncleanly in habits, ungainly in figure, debased in character, and degraded in circumstances. Such institutions manifest little superintendence or care, and cause great anxieties as to their ultimate tendency. I regret to add, that, this sort of school is sometimes conducted by men who, having no real qualifications, assume an extra religious tone as a cloke to their deficiencies; and who deceive their well-meaning employers by professions which, it is evident, they have neither the power nor intention to fulfil. It is hardly necessary to observe that a really religious man would not dare to undertake the sacred duty of a teacher, if he felt himself incompetent, or if he saw by the results that it was not his vocation. The number of schools with inefficient and even with totally incompetent instructors, in this district, is very great; it is partly accounted for by the deficiency in numbers of duly qualified teachers, and partly by the very low salaries which are offered, and which would often hardly secure the services of a decently skilled day-labourer. Hence persons, broken in character, health, or morals, of that class who, having attempted many things without success, at length decline to school-keeping as a last resource, are ultimately, for want of other applicants, forced as it were upon reluctant managers. I regret to be obliged to add that even trained masters, and those with certificates, do not always answer the expectations which it is reasonable to form of them. There is nothing, moreover, so deceitful as testimonials. .

One mistress was examined by me, who had produced the highest recommendations from a clergyman in Essex, as to competency to instruct pupil-teachers, and whose dictation paper showed 17 false spellings, in 23 lines of easy narrative. This case is one proof, out of many, that even the managers of schools are not yet sufficiently aware of the absolute requisites for a person professing to teach in schools of this description.

Among the causes why schools are inefficient must be

brought prominently forward the want of books and apparatus, and proper school fittings, very frequently mentioned in my Reports. The school-rooms themselves, though often imperfectly ventilated, and sometimes awkward in form, are mostly well adapted for their purpose; but the fittings, *i. e.*, desks to write at, and forms to sit on, are often very defective in construction,—while, though there are now mostly maps, yet there are no easels, black boards, and few books (especially secular ones);—so that even where there may be fair teachers engaged, they are prevented from making education effective, through want of the requisite material.

Though in some instances there may prevail an idea that efficiency in these things is not requisite to form the education of a working man, still it is evident that such an objection is too often a mere excuse, and that poverty is the real cause of the defect. “Our funds are so low,” is the constant deprecatory language as to any want which the Inspector suggests should be supplied.

I am thus led to mention the great and crying evil of all, and which, I regret to add, is on the increase—the absence of such sympathy on the part of owners of property generally, in the education of the working classes, as to induce them to support efficiently the annual expenses of the schools already existing. In former Reports I was compelled to allude to this unwillingness; and in my present district the complaints are even louder, being aggravated by the agricultural distress, which has induced both proprietors and tenants to draw in their expenses and diminish their charities.

The clergy, whose incomes are lessened by the present low prices of agricultural produce, begin to look with great anxiety on institutions the burden of whose support is thus more and more extensively thrown upon their own private resources. Many are almost on the point of closing their schools, and the greater part lament the imperfect manner in which they are compelled to carry them on, through lack of funds. I shall adduce to your Lordships the following evidence in proof that property does not sufficiently perform its duty in this respect.

The following letter is from a clergyman:—

REV. SIR,

It is with the deepest regret that I have to call your attention to the very inefficient and deplorable state of the school in this place—a school undertaken under auspices so promising and so full of hope. Of this your inspection will enable you to form a personal judgment, but it becomes my duty to submit to you the principal causes which have conspired to the frustration of an expectation warmly cherished by myself and others when the school was first projected. The owner of the soil at ——— derives a rental of some 4000*l.* per annum from it, and gives to the school the sum of 7*l.* The principal owner of the adjacent parishes derives from them a rental of upwards of 3000*l.* per annum, and contributes 1*l.* to the support of the school. In ——— there are three

occupiers only; *one alone* of these supports the school, and another disapproves altogether. In the adjacent parishes there are but three occupiers; *two* of these support the school, the third is strongly opposed to it.

The population of these parishes is wholly agricultural, and of the humblest class. The incumbency of ——— does not exceed 168*l.* per annum, and the incumbent has a wife and eight children, without other resources.

Four several denominations, besides the Church, have members and places of worship in the parish; therefore much hostility is exhibited towards a school avowedly conducted upon Church principles alone, although everything has been done consistent with integrity to soften the prejudices entertained against it.

From the above particulars it will be seen that the funds contributed to the support of the school are as yet wholly inadequate to the provision of a competent and experienced master, the proper supply of books, apparatus, &c.

The most serious detriment, however, to the success of the school arises unhappily from the pernicious system of agricultural labour pursued in this district, known as the Gang system.

Did our resources permit our engaging the services of a really experienced master—was there a more cordial support from the proprietors, and a greater unanimity among the occupiers—could parents be prevailed upon to forego the palpable disadvantages (morally speaking) of the detestable Gang system to their children at so tender an age—I am satisfied that our school might be brought to a state of efficiency as satisfactory as permanent in its results; but, alas! as yet the burden rests exclusively with myself, with inclinations devoted to the realization of the best wishes of the friends of education, but with means absolutely unequal, unaided, to the exercise of them.

Yours, &c.

This parish is in the more miserable condition, as the proprietors of neighbouring parishes have reduced the number of cottages on their estates, and driven in the labourers to occupy small tenements in this; thus increasing beyond due proportion the population of the working classes.

The following letter is from a large landed proprietor, whose influence is very extensive:—

DEAR SIR,

You took notice of one of the serious considerations with the Patrons and Managers of the ——— School.

The school was built and the grant was made for three parishes, and it was expected that the proprietors of property in these parishes would contribute to its support.

The Earl of ——— is Lord of the Manor where seven-tenths of the children are, but from him no assistance can be obtained, either for the building of the school or for its maintenance. The tenant of the Earl also refuses any assistance, either to the building or its support. The Rev. ——— is in reality the only resident in the parish, besides the two already mentioned, capable of assisting it. I am the proprietor of the next parish, which is small. In the third parish the Lord of the Manor and his tenant made a small donation to the building, but each has refused further support. They support, however, a dame school in their own parish. By the union of the proprietors of these three parishes (hitherto in a very benighted state) we could have supported easily the one school at ———; but, after what I have stated, you will have an additional proof of the necessity of Parliament authorizing a tax on property, for education in the common schools in every parish.

Yours, &c.

I need only add, from my own knowledge, that these schools are very admirably managed, and well supplied with every

necessary requisite to the proper teaching of the children, and that their effect upon the population is very beneficial. Why, we may ask, should the whole burden of their maintenance rest on one or two individuals, and not on the property generally?

I may also mention the fact that, in one parish which I went to visit, the school was almost given up in consequence of the removal of the principal supporter, and the subsequent deficiency of funds.

The following is extracted from a school report :—

The FINANCES of the school have been all along a source of perplexity; and, although the accounts are now presented without any balance against the school, it has not been without difficulty that the Rector of Holt, as treasurer, has been enabled to start the accounts clear for the year 1850.

Without any further allusion to previous years, attention must be drawn to the fact that, had not liberal donations been obtained in 1848 and 1849, the school could not have been carried on.

But donations cannot always be thus obtained or thus solicited; and *some means must now be devised by which the expenditure may be met by legitimate income.*

There are many schools in precisely similar position.

The following are extracts from my diaries :—

A.

West Norfolk.—It seems to me that unless some additional means be devised to support working-class schools in this part of the district, they must all fall to the ground. The expense is almost entirely thrown on the clergy, and as the funds are very deficient, the teachers are of the worst description, and the books and apparatus are very inferior. The habits of indolent listlessness and careless indifference to instruction, and the general want of good moral tone, are such that I think the schools almost an evil rather than a blessing. It is through such that education gets so bad a name, and it is little wonder that the parents are indisposed to send their children, that the children are irregular, and the farmers and patrons disappointed and irritated. A power to make small free grants of books in such cases would be a great advantage; but a sort of organizing master, to visit the schools weekly for two or three successive months, and to put the teachers and children in the proper way, would be the greatest boon. It is only lately that the residence of the clergy has been obligatory in these parts. A whole generation must pass away before a much better state of things is to be hoped for.

B.

There are four colleges at Cambridge which hold most of the land in this parish, and none of them subscribe to the National Schools.

C.

The Dean and Chapter of — possess 800 acres in this parish. They subscribed to the building of the school, but, though repeatedly applied to, have never contributed to the annual expenses, which fall heavily on the income, 260*l.* per annum, of the clergyman.

D.

It would be desirable if the owners of large property in the neighbourhood of large towns could be induced to believe it was their duty and interest to supply funds for the education of the people in those towns. Many do much for their own estates, but confine their charity to their own locality. The Ipswich clergy complain, and with some cause, of this neglect.

In order to meet these defects of funds a plan has been carried out in one of the parishes in the district, which seems to answer very perfectly, and may be quoted as an example for imitation. The following letter is from the Rev. E. Cantley, of Thorney Abbey :—

DEAR SIR,

The Boys' and Girls' schools cost per annum 231*l*. This is paid by a rate, not laid exclusively for the schools, but for other purposes. Highways, organ and singing, sparrow-rate, fire-engine, &c., are included in the rate of 1*s*. 6*d*. in the pound. The roads cost, I believe, alone upwards of 1300*l*. a year. The amount of property rated is 25,640*l*. 18*s*. 6*d*.

There are 251 rate-payers,
100 landholders,
151 householders.

A rate at 1*s*. 6*d*. in the pound amounts to 1878*l*. From this you will see that a rate of a fraction more than 2*d*. in the pound covers the school expenses.

I am confident this is the proper mode of raising funds for educational purposes, and the most equitable; and I can see no difficulty in all schools being met in the same way, even where there are dissenting schools.

Yours, &c.

The only objection likely to arise against the adoption of some such plan is derived from the fears entertained lest such schools should eventually come under influences of a less religious tendency than is desirable, and to be at all events and all hazards contended for. This fear, however, I think to be amply met and answered by the opinion of one whose experience, no less than his exalted station, entitles him to every respect. The Bishop of London, in his recent Charge, thus combats this view :—

The question of national education is one which on this occasion I must pass by, with a simple remark. After all the discussions which have taken place with regard to the intentions of Government, and the duty and claims of the Church, I am persuaded that, if the education of the people at large be taken out of the hands of the clergy, it will be mainly their own fault. They stand on a vantage ground from which, if they are vigilant and active, it will hardly be possible to dislodge them. But they must take care that the education which they offer is one which deserves the name, one adapted to the present state of human knowledge and human society. On this subject I retain the opinion which I stated in my Charge of 1834.

There are, however, schools well supplied with books and apparatus, and with fairly competent masters, which yet are unable to effect the good the managers propose, because from circumstances in the parish the parents refuse to send their children. Sometimes this arises from local causes, to which it is unnecessary to allude; sometimes from the existence of private schools in the district, of considerable reputation with the labouring class; but mostly from the employment of children in field-work at a very early age, and the impossibility of inducing them (boys especially) to come to school again after they have once left, and the unprofitableness of the task where it is attempted.

A system of working children in gangs' prevails much in Norfolk and Suffolk, which is on the increase, and by which very young children are ensured employment at certain seasons, at very low rates of wages.

The clergy affirm that it is impossible to contend with this system, unless by legislative interference, and many of them believe that an Act for the purpose of restraining children's labour is as much needed in the agricultural as in the manufacturing districts.

I find that, in Norfolk, girls of tender age are now more employed in gangs than boys, as they can be obtained at a cheaper rate, are more manageable, and more neat in their operations. I need only observe that this increases the evil. What sort of mothers are these girls ever likely to make, brought up themselves with scarcely the care bestowed upon the cattle of the farms on which they work? *

The managers of schools will, I hope, excuse the suggestion that a frequent cause why parents decline their assistance in education may be found in rules and regulations which hurt the proper pride that an honest labourer feels in his child,—such as cutting the hair close, or the perseverance in an ugly charity dress (often more expensive than one more happily devised),—and sometimes in the tone in which their regulations are set forth. Thus, in one paper of 11 rules for conducting a charity school, I find, in the 2nd rule, "*Parents are ordered,*" &c. : in the 3rd, "*Parents are ordered not to keep children away under any consideration whatever:*" in the 4th, "*Parents are not allowed,*" &c. : in the 6th, "*Parents are ordered not to send them with pockets or earrings:*" in the 7th, "*Parents are ordered to send their children with clean skins:*" in the 8th, "*Parents are ordered not to interfere:*" in the 10th, "*Parents are ordered,*" again: and in the 11th, "*Parents must strictly enjoin,*" &c. I cannot but think that such a set of rules, delivered to all the parents, must have a very injurious effect, both on their minds and those of their children; and I am very certain that the school would be much better conducted, if the regulations that relate to matters which the master ought of himself to be able to regulate, were entirely withdrawn.

In some schools, too, I have observed a large printed tablet of "Faults to be avoided, and Crimes to be punished," which I have often suggested should be removed, as I can conceive nothing less likely to make a school successful than the acting constantly on the impression that a child is a little criminal, whom it is necessary to be constantly reminding of its

* Even in France they have begun to carry out this system of child labour:—*"Le travail des enfants pour tout ce qui n'exige pas de grands efforts est souvent plus productif que celui des adultes: les Bretons disent, dans leur langage expressif—'Les enfants sont plus près de terre.'"*

probable misdeeds. In the majority of the children of well-conducted schools they are ignorant of the faults and innocent of the crimes.

A recent writer states—

“The rapid changes of children oppose almost insurmountable obstacles to the full development of any course of instruction, and dishearten a teacher more than any other single circumstance. It frequently happens that the numbers so passing through the establishment exceed the whole number in it. The greater number appear to leave before they are eleven years old, and before they have reached the first class in the school; and, since it is in that class only that the children read with tolerable fluency, it is certain that the greater number leave school without such a knowledge of reading as would encourage them to take up an ordinary book with the prospect of being able to derive pleasure or instruction from it. The average age of the children attending these schools is stated, moreover, to be steadily sinking; so that, although we are educating more, they are younger children, and stay at school less time.”

To confirm which views I have the following:—

St. Clement's, Ipswich.—To an average attendance of 88 in the course of the year, 93 have been admitted, and 99 have left the school. And there are many other similar cases.

In very few places is the attendance at Church schools at all adequate to the number of children who ought by age to be under education, and this even if every allowance be made for the schools of other sects and classes established in the town. Thus at Lynn, with a population of 16,000, there are only about 400 children in general attendance; at Yarmouth, with 30,000, till lately only about 300, and now not more than 600 or 700 children; at St. Neots only about 120 children, with a population of above 3000; at Lowestoft, with a population of about 5000, only about 450—in Church day-schools.

There are various causes of this deficiency, but I believe the chief to be the very great imperfection of teaching in schools for the poorer classes, in former years as well as at the present time. Parents educated in National schools have not derived any advantage from the instruction they received; they find no practical use of the knowledge acquired—they get on no better in life; and they were never taught sufficiently to make knowledge agreeable or pleasant to themselves as a relaxation. Hence they feel no desire to procure for their children a useless education, which nevertheless they must pay for, sending them rather to work in the fields, where they may gain something towards their support.

Thus it is found, in some parishes, that parents totally uneducated are very anxious for the education for their children, while those who have been but partially educated are totally indifferent, and often even adverse. An amended style of teaching is the only remedy against this feeling—a teaching which shall have its effect on the parents, by engaging their children in acquiring such knowledge as may be really practically

useful to them in after life. Hence the great hopes which may be formed on the value of industrial schools, in which, to mere intellectual knowledge, is superadded some instruction in labour. It is, therefore, with great pleasure that I have to record the actual foundation of one industrial school at Cambridge, and the proposed establishment of another at Burgh Castle, in Norfolk.* The one, however, is not yet commenced, and the other, when I visited it in April, was only just opened, and no result at that time obtained. The Rev. R. Clutton, of Saffron Walden, also writes to me—"I have hired a field of Lord Braybrooke, immediately at the back of our school, and intend to devote a part of it, or the whole if wanted, for gardening for the boys of the National school."

I subjoin the following observations on the Cambridge school, obtained this present year:—

"The industrial school in Cambridge has been now in operation nine months. The arrangements are on a rather expensive scale; it is intended for youths from 14 to 18, out of work, and partakes somewhat of a ragged school. A house has been built for the master, and school and sheds, and about 8 acres of land hired, to be tilled by the boys, who pay 2d. a week, and receive their dinner each day. They come at six, and leave at six; the time is spent mostly on the ground; only an hour and a half being devoted to reading and arithmetic, and to religious knowledge. There are at this date (January 24, 1851) 22 boys on the list. They seem happy and cheerful, and are well satisfied with their treatment. They are taught also, on wet days, tailoring and shoe-making. My impression of the master and of the school is favourable; but, at present, all is in so elementary a state that no just opinion can be formed of the probable success of the effort. In all such experiments the promoters must be prepared to sustain considerable loss for a time, with comparatively small results. The rent of the land is 40*l.* per annum; the master's salary 60*l.* The dinners consist of beef twice a week, rice and pork once, soup once, and bread and cheese twice; this last is the most expensive. In the last month 396 dinners have cost 2*l.* 13*s.* 6½*d.*, to which sum must be added about 8*s.* worth of vegetables furnished from the land. The tools they work with seem to me too heavy for the size of the youths."†

It appears to me that there are two sorts of industrial schools needed in this district; one for agricultural labourers, the other for sailors and seafaring men. In large towns no such establishment is at present required, or could, as I think, be advantageously carried on. The duties and services of a town life do not demand it, except in the case of household servants; and in girls' schools a more complete education, expressly intended to this object, would be a great boon to those who employ them. I consider, however, that there are great difficulties, as regards expense and the apportionment of labour, in all such plans, and I am sure very few of our present teachers are at all capable of devising such

* I regret to say that this scheme at Burgh is abandoned, for a time at least, through want of funds.

† See, in the Appendices, a Report on the Institution at Mettray, in France (*Appendix F.*).

a scheme as will work, or of putting it in practice, if invented for them.*

The idea (suggested in my last Report) of a mixed school, to be taught by a female, and with a good labourer to superintend and instruct the boys in their agricultural work, I still think applicable to small parishes. The great difficulty would be to procure competent labourers of good moral character and ability to undertake the task. Having read in the Reports of the Quatt school, near Bridgtonorth, so excellent on account of the master and his industrial system, and conceiving there might be some youths he has instructed, whom he could recommend to take such a position, I wrote to him, and received the following letter, which I publish for the information of the district:—

SIR,

Quatt, 16 Nov. 1850.

In reply to your letter of the 10th inst., I beg to say that at present I have no boy old enough for such a situation as that you name, but when I have, shall be glad to be allowed to recommend such an one to your notice. We are now building, with a view of carrying out more fully the plan of industrial training, and hope by and bye to turn out many useful members of society, when your assistance to spread them over the country will be highly acceptable.

I am, Sir, &c.

c

(Signed) H. GARLAND.

The absolute want, so much felt in this country, of practical instructors for agricultural districts seems to be ably met in France, by the establishment of schools for the especial purpose; to which the President alludes in his last Address:—

The positive information acquired in agricultural matters is disseminated amongst the youngest classes of the population by means of regional schools and model farms; and amongst the agriculturists themselves, by the publication of reports emanating from men best capable of giving them.

It has occurred to me that the schools in Union-houses might be made available for this object.

In the formation of agricultural industrial schools, it appears to me that a hint may be taken from the following extract from the *Times* newspaper. The labourer mentioned means just the sort of man I have been supposing; and I really can see no reason why the boys should not work all the half-day instead of only three hours, nor why schools should invariably commence at nine, full three hours after the labourer's life begins.† If agricultural schools were opened at six and worked till nine, there would still be three-quarters of the day which the elder child might spend in agricultural labour,

* The Finchley Manuals (cheap publications) may be found useful to persons desirous of establishing industrial occupations in connexion with their schools.

† The school hours are mostly from 9 to 12, and from 2 to 4 in winter, and 2 to 5 in summer, with holiday on Saturday. These I consider the proper hours, but find sometimes that the afternoon school is only from 2 to 4 all the year round.

without loss to his school education; while the younger children might be kept till later.

The extract is as follows :—

“ We saw on Lord Hatherton’s farm at Teddesley a singular and interesting experiment in operation, for raising the industrial habits of the agricultural labourer, and dispensing as much as possible, except during harvest-time, with the employment of women in the fields. About 30 boys between the ages of 10 and 14 were busily at work, collecting and throwing into a cart, which preceded them, all the large stones lying on the surface of a piece of ploughed land. A labourer rather advanced in years moved among them and watched how they worked. It was his duty to show them the quickest, easiest, and best way of doing whatever they were required to do; to make them work systematically, and to punish them if they quarrelled or otherwise misconducted themselves. His practical teaching appeared to be completely successful, and he seemed to be not a little proud of his agricultural school. Master and scholars worked together at all light operations, such as picking couch-grass and stones, hand-weeding, hoeing turnips, carrots, or mangold-wurzel, or making hay. They have implements suited to their age, and “do their work excellently, taking a great interest in what requires skill, and showing a strong spirit of emulation.” They work the same number of hours as the men, but are said not to be fatigued thereby, “as they play about, and are full of cheerfulness on their way home at night.” They receive 6*d.* a day each, at which rate their labour is considered very profitable, and the neighbouring farmers, as soon as they have completed their course of education in industrial habits, are only too glad to employ such expert and well-disciplined workers. The 3*s.* carried home weekly to his mother by each boy are considered by her far more profitable than the 9*d.* or 10*d.* a day earned by her own work in the field; and, while her son is preserved from idleness at that period of life when he is most exposed to its pernicious influence, she is able to remain at home attending to her household duties, and carrying out the small but important economies of a labourer’s cottage. Lord Hatherton has, we understand, adopted this system from the example of the Duke of Bedford, who employs two sets of 30 boys each at Woburn.”

Should this plan prove impracticable, then, as at Burgh and Saffron Walden, it would be better to obtain land close to the school, and employ the boys upon it. If skilfully managed, it might be made very productive and profitable; and your Lordships’ recent decision respecting grants for tools will smooth many difficulties. In proof of the advantages that might be hoped, I adduce the following extracts from former Reports of Her Majesty’s Inspectors. I may add that the soil from the offices, now mostly wasted, might be advantageously employed in any such school.

“ I met with a shoemaker in Kent, who from a quarter of an acre had received 10*l.*

“ I found that one boy at Tunbridge Wells had made from the 20th part of an acre 2*l.* 12*s.* profit in a year, deducting all expenses. In a Union in East Kent, which during the year had never more than 45 inmates in it, and consequently not more than 10 or 12 boys able to work, 450 sacks of potatoes had been raised in the course of the year: after supplying all the inmates with vegetables, the remainder had been sold for 76*l.*

“ The vegetable produce is likewise very much understated in my estimate: the owners of many an allotment garden would refuse to sell the produce of half an acre for 25*l.*

“ The introduction of agricultural training has been everywhere attended by

a marked improvement in the appearance and bodily vigour of the boys, and their progress in their studies, so far from being retarded by it, has been generally promoted, notwithstanding the reduction in the number of hours devoted to school instruction." *

In parishes where the inhabitants are sea-going people, I should recommend an old sailor instead of a labourer, and a mast to be fitted up in the playground, and that the children be taught all the mysteries of knotting, netting, rigging, &c., with the gymnastics of a seaman's life, as far as can be taught on land.

It has appeared to me that youths educated at Greenwich Hospital would make very serviceable masters for such schools. The thorough education which they receive there would amply fit them to sustain the duties of schoolmaster in every respect; and it should be borne in mind that the recent Act of Parliament will render it necessary for every sea-faring man to be much better taught than has hitherto been the case.

Many of the children, I am informed, educated in charity and National schools along the coast, having entered the Merchant Service, have been promoted to situations of trust and confidence—as, to be mates and masters of small vessels. How important it is that these should be well instructed appears from the following extract from a speech by Mr. Labouchere:—

"As the law now stands, we would say to those of our shipowning friends, and whose trade is to be shipowners, who hold like opinions with our own as to the impolicy of the repeal, it is folly now to repine, and greater folly to stand with folded arms, and allow others to monopolize our carrying trade without even an attempt at competition. They must suit themselves to the altered state of our maritime laws—have vessels with the greatest capacity to the least register tonnage consistent with safety and sailing properties—have them commanded by men who are not merely seamen and navigators, but something more—men of business; and, above all, by men of sobriety, steadiness, and exemplary moral character, and who, by example and precept, will instil good moral principles into those under them, both at sea and, if possible, on shore. These points are of the most vital importance in our competition with foreign powers, and, if attended to, will, combined with the acknowledged energy of the English character, overcome many difficulties." That was, exactly what he (Mr. Labouchere) has ventured to state would be the case; and he expressed his belief that those evils which were really ruining our mercantile marine—viz., the want of discipline, and the want of proper qualifications in the commanders, would disappear in a great degree when our shipowners should be exposed to competition; for that they would then earnestly betake themselves to placing their ships in a condition fit to compete with any other ships in the world."

It cannot be doubted that much of the losses at sea would be avoided, if the men were better educated than they are at present; there would be much less drunkenness, much better consequent discipline and order; and, on going into foreign parts, the sailor would learn to take a more intelligent view of the peculiarities and advantages of the countries he visits.

* The small pamphlet, "District Farm Schools," by J. C. Symons, Esq.—(Clowes, 1850)—may be most usefully consulted. Nowell's "Manual of Field Gardening, or Belgian Agriculture explained,"—(Simpkin and Marshall)—is recommended also.

On board ship, too, in long voyages, I am informed much work is often set merely to keep the men occupied, which, were the sailor educated to employ his leisure properly, would be unnecessary. Ships ought to be bound to carry libraries.

This mention of libraries leads me to another cause of the indifference of parents, of the working classes, to education. They have scarcely any opportunities of enjoying reading, even if they have been well enough educated to appreciate it. There are few villages in which there are any lending libraries, fewer still where the number of books is sufficiently great, and still fewer where there is enough variety of subject. The libraries, such as they are, mostly contain only religious works, very good in themselves, but not so interesting as to engage the attention of the general body of readers. A more varied range of knowledge is desirable.

In the West Walton school the clergyman has succeeded in attracting his scholars by lending them the 'Illustrated News' every week (an advantage which is seized with great avidity), and perhaps no more effectual way could be followed to awaken the children's attention, and to afford them amusement as well as instruction. "It is true sometimes there are matters in the paper I don't quite like, and sometimes they are treated in a way I don't quite approve," said he; "but then I merely take the paper and explain to them my view, and tell them what I think of the matter; and I don't find any harm result." It is by such liberal confidence that children and their parents may be won to virtue.

I have thought that, if a practice were made of granting certificates to children on their leaving school, stating their age at the time, the class they were in, the amount of their knowledge, and their general character while at school, signed by the clergyman and managers, the parents might be more anxious about sending them to school, and retaining them there to an older age.

Respecting the suggestion that boys educated in the Greenwich Hospital Schools might be usefully employed as masters of schools in seaport towns, I made an application to the Rev. J. Hill, the Principal, and paid a very agreeable visit to that noble establishment. There are at present in the schools 17 pupil-teachers, who, with the advantages they receive, and the attention that is paid to them, cannot fail to make first-rate masters for the nautical labouring class. I am informed that the number of pupil-teachers might be increased, but it is feared they would not obtain employment. I think, in the present dearth of good teachers in our seaport towns, with ability to teach those especial branches of knowledge most wanted, no fears need be entertained upon that point.

The Greenwich Hospital Schools should be more known than

they are. They consist of a nautical upper and lower school; and contain 800 boys, whose fathers must have been connected with a sea life; and are most admirably managed. A detailed account of these schools will be found in the Rev. H. Moseley's Report to the Admiralty.

There are two schools to which I refer with peculiar pleasure,—the boys' training-school at Norwich, and the boys' school at Ely, both of which have been entirely remodelled since my first visit.* The former has been at work nearly a year, with great success, under a very able and conscientious master, in whom the managers put great confidence, which I feel is by no means misplaced. The schools are both organized on the same model, but in Norwich there are such improvements as the lengthened experience of its able superintendent, the Rev. A. B. Power, who has laboured in the institution with the greatest zeal and intelligence, suggested to his observation.

On referring to my reports, I find that there are 42 masters and 22 mistresses whose competency for keeping schools is not commendable. Of these, several would be fair teachers, perhaps, in situations more fitted for them. Some of them have schools above their physical powers, and with more children than can be managed successfully without a thorough good system. Some of them possess intellectual powers of a fair order, but this same want of systematic training spoils all their labour. In many instances, however, they are totally incompetent, and, both morally and intellectually, unfit to be teachers of youth.

There are four or five of the mistresses who are deaf. I cannot imagine a more unfortunate infirmity, except only blindness, for a teacher. There is one also who cannot write. Many are also weakly in frame and general health, and some have so overworked themselves, in their zeal to render their schools efficient, as to be at length obliged to retire. I much regret this to be the case with the admirable teacher of the Chelmsford Girls' School. The exertions required of many of the mistresses of infants' schools are such as few women are physically equal to; and, if want of system be combined with inefficient apparatus, a large gallery, and no class-room for the mere babies,—with too many children, and no, or very little, extra assistance,—I tremble for the health of the poor teacher, and am often inclined to blame the want of consideration of the managers, rather than the want of success of the object of their complaint. I am quite convinced that no mistress can well work more than from 80 to 100 children, and that no gallery ought to be constructed for more than that number. There are galleries made to hold 150.

One cause of the inefficiency of masters is their poverty.

* *Vide Appendix A, for a detailed account of these Schools.*

Hence they get embarrassed in circumstances; and I have found managers paying them so much per week, and devoting the rest to their creditors. In one instance a master was retained in the school, though not acceptable to the managers, simply for this cause; in another, the master was going through the Insolvent Debtors' Court at the time of my visit.

The rather exaggerated notions which have been gaining ground, as to the necessity of masters appearing respectable, and the youth and inexperience of teachers just released from the restraints of a training-school, and unacquainted with the value of money, may in some respects account for this defect. I cannot but think, however, that a master is often placed in circumstances demanding charitable construction. Starting at first with exhausted finances, and with little funds to come in for some time, he almost unavoidably gets into debt; and this occurs at a period when the expense of moving and new furniture falls heavy upon him. To a man so circumstanced a house is an inconvenience, and thus often the houses built for teachers' residences are unoccupied, or else (and this is an advantage) let to other persons.

There are various ways in which masters and mistresses are remunerated. The general custom is to give them a certain fixed sum, and allow them to collect and receive the pence of the scholars. In some cases they do not receive the whole of the pence, which are paid to the managers of the school, and then they receive a gratuity for every addition beyond a certain number of scholars. Thus, suppose the number in attendance average 60, and increase to 70, the master receives an additional 5*l.*; if the number increase to 80, 10*l.*; and so on. In one school the master receives 1*s.* a month for every scholar, for 11 months in the year.

By these methods the master is stimulated to exertion, and I think them better than a fixed payment, or than allowing him to trust solely to the children's pence; as, in the one case, he is apt to become idle and indifferent, and in the other may be borne down by his poverty of circumstances. There should be a fixed sum to secure a good master, and an uncertain sum to keep him good. I am gratified to find that in some cases, where a school has been very successful, the managers have made additional gratuities to their teachers.

The income from the children's pence varies much both in amount and in manner of collection. A penny, twopence, and sometimes threepence a week is the payment of all the scholars; exceptions being made by the managers in cases of extreme poverty.

Sometimes the payments vary according to the class of the scholars, *i. e.*, whether farmers' or labourers' sons; sometimes according to the subjects taught, as simple reading, &c., a

penny; geography, writing, &c., threepence or more. Sometimes there are quarterly scholars, the sons of farmers, &c.; the rest of the children paying weekly.

I have recommended a uniform charge of twopence a week for each child, except where there are two in one family, and then a penny for the second child; each scholar to be instructed in the subjects which it is capable of mastering. And I suggested that the farmers, &c., who send their sons, shall become subscribers to the schools, instead of making additional payments for their children.

It is objected (I think, without reason) that twopence is too high a fee. If a parent has only one child, he can well afford twopence for a good education to his son. The principle of self-denial must be carried out to make education valuable; and, if a parent has so little regard for instruction as not to deny himself this small sum to educate his child, we may be almost morally certain that the care and pains taken with the boy will be thrown away; and I fully believe it is the neglect of this principle of self-abnegation which so often renders all eleemosynary education ineffectual, as an Inspector has frequent occasion to note that a low paying school is a bad school, whatever pains be taken to make it otherwise. In such schools the pupils are mostly wanting in punctuality. At Winterton a good plan has been adopted to produce regularity of attendance. The school fee is 2*d.* a week; but, if the parents choose to pay 1*s.* 6*d.* quarterly, at the beginning, they are allowed to do so; and, when they have once paid the money, they take care the children have the money's worth.

In one parish the weekly offertory supplies the funds requisite for the school.

Very frequently a great deal more might be effected in schools, if the managers and masters had more faith. They would be glad that the school should prosper, but doubt their success. If they would only boldly set to work, they would succeed. Like Esther, they should say, "If I perish, I perish." But, when such undertakings are commenced in faith, God makes them to prosper.

I have insisted upon discipline as a most important branch of education for the working classes. A man without discipline is unfitted to live in the world as a subordinate. Prompt obedience to orders, a facility to understand them, and a readiness in execution, form a main part of the character of a labourer in whatever station he may be placed. With discipline are combined all the minor moralities—cleanliness, self-respect, and consequent respect for others placed by God in higher positions—general attention to duties—that comeliness, cheerfulness and tidiness which constitute a good member of society—and in no station of life are to be compensated for by talents however exalted,

or acquirements however varied,* still less in that of the labourer.

I have again to complain that certificated teachers are found in small schools, and that there is great deficiency of certificated teachers in large towns with large schools. The master at one of the schools, being totally incompetent, was elected because he professed to have a knowledge of Latin—a subject in which the children never needed to be instructed. I had occasion, lately, to examine a man who made a like profession, and who could not construe a single sentence of the *Delectus* decently. Decayed clerks, old soldiers, and broken farmers make bad schoolmasters; and I am strongly of opinion that it is often a positive evil to send a mistress anywhere simply for a month's training, as she only acquires confused ideas, which she cannot bring into practice, and which hinder her from forming and working upon a system of her own. Nothing can be worse for a school than constant change of masters, and I do not see how this is to be remedied. There are two schools in the district that have had three masters in the year.

The rooms are sometimes too overcrowded by scholars. No master can be expected to do his duty properly when this is the case. Pupils are often too numerous for the teacher. There are 300 boys in one school at Bury, with one master and an assistant.

On the other hand, the staff is sometimes too large, as at Chesterford, Witham, and Thorney. Masters often attempt too difficult subjects for their boys; and many masters are too young. Masters are sometimes employed in duties other than those actually pertaining to their schools, such as taking the school pence, and clothing-club money; which employments I consider to be objectionable during school hours. In one large school, the master occupied nearly two hours in this labour, while I was present, one Monday. I have often to lament that schools erected at great cost are suffered to become comparatively useless, from deficiency in trifles which 10*l.* or 15*l.* would supply, such as maps, black-boards, easels, window-blinds. It seems to me also, that, as under certain circumstances free grants of books and apparatus are made to the workhouse schools, where children are taught whom the labourer pays rates to support, so, in parishes under peculiar difficulties, free grants might advantageously be made also to those schools in which the labourer's own child is instructed. A free grant of books is sometimes all that is needed to set a school up, and render it really efficient.

There should invariably be a class-room for an infants' school. Teachers ordinarily do not sufficiently care for their health by taking exercise, and having their rooms always well ventilated. Generally the ventilators of rooms are not nearly

large enough; and I have observed that, in high pointed roofs, if the ventilators are not near the top, the effect is imperfect; the foul air seeming to accumulate in the upper space.

There is one advantage of large airy rooms not so much considered as it deserves to be, viz., the benefit to the health of the children. The Rev. the Superintendent of the Norwich schools tells me, that, when the children are promoted to the girls' school, a large airy room, he perceives in a little time a great improvement in their physical condition, which he attributes to its good ventilation.

"It is an advantage of the Inspector's visit that the schools get cleaned up, and the buildings repaired. I have also often observed, on the occasion of my visit, new sets of books, obviously introduced for the first time.

I must enter an annual protest against diamond-latticed windows, the effect of which is always unpleasant after a lapse of some time in the school. Large windows, with square panes of glass, give the most cheerful light, and conduce best to ventilation.

In regard to the examination of pupil-teachers, a very important alteration has been made, both in the subjects, and in the method of examination. In the latter, the change consists of assembling all the pupil-teachers of the neighbourhood, in some large central premises, and examining them altogether. By this arrangement a greater stimulus is afforded to the apprentices, with better opportunities of making the most of the various suggestions which the Inspector is called upon to offer. The schools, also, are inspected more leisurely, and the Inspector has more time to complete and strengthen his impressions concerning them.

In regard to the alteration in the subjects, I must observe that, at the option of the candidate, Euclid (three books, well done) may be substituted for mechanics, and mensuration, and algebra, to the great satisfaction of both managers and teachers, as Euclid is at once more easy actually to get up, and more really useful as a part of the system of mental training. In religious subjects also, I have been enabled to confine and limit the vagueness of former years, by proposing a scheme of instruction, which has met with the approbation of the clergy and managers of the schools of my district, and, where followed, has been attended with the happiest results. It is objected that the scheme is too extensive; but, when we consider that the Scriptures form, after all, almost the sole knowledge in which any of the pupil-teachers have been really instructed, from two years old to 17 and 18, and when it is found that the little handbook of Nichols, "*Help to the Reading of the Scriptures*," is the one proposed to be used, I trust that those who are alarmed,—and I have only had one objection made,—will see that more is

not demanded of the apprentices than they are fully capable of, if they only work reasonably and systematically; and, without working hard and without system, they will, in any case, be unable to maintain their position. In some places, I fear, a sort of dilettante-ism prevails in respect to pupil teachers. This, however, will never do. They must learn that it is work,—hard actual mental labour,—to which they must apply themselves during the hour and a half when they are receiving instruction; and the masters and mistresses, also, must remember that it is not merely the thing taught, but the system of teaching it, which will effect successful results.

The plan of religious instruction for pupil-teachers in this district is, therefore, as follows:—

In the first year, the Gospels and Acts, with the morning and evening services of the Prayer Book.

In the second year, the Pentateuch, with the Offices of the Church.

In the third year, the historical books, from Joshua to Esther, and the first 19 Articles, with scripture proofs.

In the fourth year, the Epistles of St. Paul, with the remaining Articles and proofs.

In the fifth year, the prophetic books, with the history of the Liturgy.

Thus, in five years of apprenticeship, the youth will have gone through a complete cycle of biblical knowledge, as well as churchmanship.

Should this scheme be found, after practical experience, to be of too extensive a nature, it will still be optional to reduce it, but I must hope it will be given a fair trial. It would be exceedingly objectionable to propose too low a standard of qualifications, especially as the next batch of pupil-teachers, on their entrance to their duties, will probably possess a higher intellectual qualification than the present ones; and, as far as at present worked, the scheme has answered exceedingly well, as I have found, especially at the Norwich model school.

In girls' schools I have proposed that a method of cutting-out should be taught on system.* It is the sort of mathematics of a girl's education. "The Sempstress" (Caines, Halkin-street) is the book I have recommended. Model drawing may be taught, from Kenworthy's models; there are 16 models price 17. 1s., and Miss H. Bolton's book (Groombridge).

In the pupil-teachers' papers, grammar appears to be generally defective; geographical knowledge is much improved, and improving. The history of England is mostly defective. The drawing of maps is beginning to be practised; other drawing not so.

* Female Pupil Teachers should also make a shirt each year, for the Inspector's examination.

In some cases the masters' and mistresses have been unable to carry on their pupil-teacher apprentices, and in consequence the indentures have been necessarily cancelled.

There are three schools where the mistresses' acquirements are not of quite the requisite standard, but where the pupil-teachers have been continued in consequence of the excellent character of the school, and the good influence the mistress possesses over the disposition and character of her apprentices. In such cases the clergy are answerable for the intellectual instruction of the pupil-teachers, and in no instance has it been otherwise than very well done.

I am glad again to bear testimony to the excellent conduct and character of all the pupil-teachers of the district. There have been only two or three at all found fault with, and these only in trivial matters; and I cannot say there is any one of them of whom I augur any but the happiest results from their training and their knowledge; and every successive year only increases the conviction of myself, with all the managers and clergy, that the pupil-teacher system was one of the most valuable inventions, for its purpose, that ever was devised.

The papers of the pupil-teachers are often better than those of the masters who profess to teach them. This I attribute to the clergy, who probably find the seed sown on the one soil more fructuous than on the other. I think it advisable not to apprentice as pupil-teachers two brothers, or a brother and sister, in the same school; as want of emulation results from such arrangement. I think, also, it is better not to apprentice a boy or girl to their own parent. In agricultural parishes the female candidates are almost invariably superior to the boys.

There are not many of the pupil-teachers who learn musical instruments, but in one school I observed that they learned the accordion, which appeared to be an easy instrument, cheap and useful.

There is a subject to which I would allude with the greatest delicacy, and in which I hope not to be misunderstood. I have, even from the commencement of my working as Her Majesty's Inspector, been thoroughly impressed with the opinion, which each subsequent year only more fully has strengthened, that it would be a great step towards the advancement of education, if good model schools for the working classes were attached to the Universities, in which students for orders might have an opportunity of acquiring that practical experience of school-keeping, which will so much aid them as ministers, and the want of which so many clergymen often most feelingly lament.

The friends of education in Cambridge have laboured hard to establish and support schools in King-street, Barnwell, and St. Paul's, and with a success of which they are justly entitled to be proud, as the schools are above the average. I think,

however, they miss much of being as excellent as their situation demands. They ought to be in every respect normal schools; and to be provided with the best masters and mistresses.* All the improved methods of teaching should be introduced; every necessary article of apparatus and books should be supplied; and the different systems of instruction should be well worked out; and the fittings, desks, galleries, warming, ventilation, lighting, &c., practically exemplified; so that members of the university should be able to go down to their parishes; with the full knowledge requisite to plan and build, if necessary,—or, if they find rooms built, then to fit them up most economically,—what books &c. to supply, and how to teach the various subjects of instruction in a parochial school.

Among the other duties of the year, must be mentioned the examination of the notes of a lesson of the Christmas and Easter candidates for certificates. Appended to this Report will be found some of the papers, which I have had copied for the purpose, both as proofs of what is done by the candidates, and as examples of what is intended, by the notes of a lesson on which there is at present much doubt in the minds both of managers and teachers. The last three were written by females, and are very creditable. (*Vide Appendix B.*)

I have also appended some extracts from my Diaries relative to matters which require especial notice. (*Vide Appendix C.*)

During the year commencing on the 1st of November 1849, and ending the 1st of November 1850, I have travelled 4,324 miles; inspected 78 boys' schools, 65 girls' schools, 110 infant and mixed schools; making a total of 253 schools inspected; the total number of children in the schools, at the time of inspection, was 19,432.

I must express, in conclusion, my obligations to the clergy for their uniform kindness and hospitality, and also an opinion that, on the whole, education is on the advance in this district.

I have the honor to be, &c.,

M. MITCHELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

* I say this without intending to cast the least reflection upon the present teachers in these schools.

APPENDIX (A).

The following is my Report on the school at Ely :—

The school at Ely has been entirely newly fitted, and the arrangements have been made with very great attention to accuracy of detail. The room is 52 feet 6 in. long, and 21 feet 4 in. broad. The plans would have been more complete if the room had been much longer, and only 18 feet wide, to allow of a single arrangement of classes for 98 boys; or 26 feet broad, to allow of the double arrangement for 192 boys; and if the stove had been in the centre of the room, and thus space allowed for a gallery. There is a recess in each window, of 3 feet deep. The entrance door is awkwardly situated. The room is lofty. The desks are in parallel rows, and will accommodate 150 children, in 6 groups of 3 desks each. The groups are divided by curtains. Each desk and seat is moveable, and costs 25s. At Wisbeach exactly the same sort cost only 1l. They are made of American birch, with iron standards, and graduated to suit the size of the children; the desk nearest the wall being the highest. Behind the seats are the hatpegs on the wall. Perhaps the desks would have been all the better if there had been a second ledge for the books and slates not in actual use. There are 4, there ought to be 8, inkstands in each desk. Each desk is 10½ to 11 feet long, and holds 8 boys. The school is well supplied with maps. Easels of the best construction and good height, and blackboards for each class. The easels cost 11s. each, and the crossbar at the top is used to hang the maps on. B represents a small table pegged to the easel as a stand for the models for drawing, of which a set has been procured from Mr. Kenworthy, at a cost of 1l. 1s. There are 16, and the boys are to draw in plain copybooks, with two pencils, H. and B.B.

There is a clock.

The master was trained at Battersea. The boys buy their own books—a list is subjoined of those used in each class. I doubt myself whether this is a good plan, as the books, in my opinion, should belong to the school, and the boys might be encouraged to buy such books as are useful, or as they had to learn from at home, or might subscribe to increase a lending library.

A lending library is about to be established in the school. There are three pupil-teachers, and a fourth is now a candidate. "Reading Disentangled" is used for the lower classes. Writing is taught from copyslips and the blackboard.

The following is a list of the maps :—

Europe, Asia, North and South America, Africa, England, } large.
Ireland, Scotland, The World, 2.

Palestine. 3 smaller Palestine.

St. Paul's Travels.

2 Johnson's Illustrations of Natural Philosophy.

2 Sections of Steam-engines.

Willow wands are used for pointers, being lighter than wood. The curtains are of green moreen, and cost with the rods about 1l. each. Each class has its own time-table affixed to the wall, and the general routine of the whole school is placed over the stove.

Seventy of the boys are clothed in blue jackets and corduroy trowsers, with caps.

The offices might be improved; they are necessarily very confined, as there is not space enough, and a playground is much needed.

It would be very desirable if an infant-school could be raised in the town, as the boys come to the present school now in a very unprepared state.

The master is remunerated in a curious manner—he receives a shilling a month for each boy in actual attendance for 11 months in the year.

A frequent inspection of this school, at spare times when in the neighbourhood, convinces me it is going on very successfully, and the subscribers affirm that the very countenances of the boys are altered for the better.

It is entirely a free school.

I include the following list of books and rules as a useful guide to school-managers, who often request advice on the subject.

ELY BOYS' NATIONAL SCHOOL.

"The Committee have obtained another supply of books for the purpose of enabling the boys to prepare lessons at home for the succeeding morning.

"Each boy is required to provide himself with the necessary books and slate for the class to which he belongs, at the prices marked against them, which are about half as much as he would have to pay if he bought them at a shop.

"The books must be brought every morning in a satchel or bag, which should be 10 inches by 8 inches.

"It will be seen that a boy need only, upon promotion from one class to another, change his Reading Book.

"The boys belonging to the four first classes will also be expected to purchase Bibles (10*d.* each) and Prayer Books (4*d.* each).

Other necessary books will be provided by the Committee."

December, 1850. (Signed) THOMAS BETTON, *Master.*

*SEVENTH AND EIGHTH CLASSES.			†THIRD AND FOURTH CLASSES.		
	s.	d.		s.	d.
†Reading Book, No. 1	0	1	Faith and Duty (S. P. C. K.)	0	1
Slate	0	4	Grammar (Reid's)	0	2
Pencil-case	0	0½	Arithmetic	0	4
	0	5½	†Reading Book, No. 3	0	8
			Slate	0	4
*FIFTH CLASS.			Pencil-case	0	0½
	s.	d.	Copybook	0	2
Arithmetic	0	4			
†Reading Book, No. 2	0	4			1 9½
Slate	0	4½			
Pencil-case	0	0½	FIRST AND SECOND CLASSES.		
	1	0½		s.	d.
			Prophecies (No. 169, S. P. C. K.)	0	1
†SIXTH CLASS.			Faith and Duty	0	1
	s.	d.	Grammar (Reid's)	0	2
Grammar (Reid's)	0	2	Arithmetic	0	4
Arithmetic	0	4	History of England (S. P. C. K.)	1	0
†Reading Book, No. 2	0	4	†Reading Book, No. 4	0	9
Slate	0	4	Slate	0	4
Pencil-case	0	0½	Pencil-case	0	0½
	1	2½	Copybook	0	2
					2 11½

The Central Model Boys' School at Norwich had been for a long time considered ill-adapted, both in size and fittings, for its position; steps were therefore taken, last year, to put it on a better footing, and the Rev. A. B. Power, the Superintendent, having interested himself much in obtaining the necessary funds, and having examined various other schools, and particularly that at Ely, then newly finished, proceeded, in the course of the summer, to make the alterations. The room has been very much enlarged, and is now 84 feet long, by 30 feet broad, and 20 in height. It is lighted by four windows on the south side, one on the west, and one on the east, and also by large skylights. Ample provision has been made for the ventilation, and successfully, as far as it has been tried. The entrance is by two doors, at each side of the west window, this end being in the Tudor style, with some architectural pretensions. A screen separates the closets for hats and cloaks from the school-room. A gallery, at the far end, will hold, sitting, 100 boys. It is 19 feet 4 inches wide, the seats being 16 feet long, and two ads, each 20 inches wide; and the

* The Committee provide Sheet Reading Lessons and "Reading Disentangled" for these classes.

† These are the Irish Reading Books.

‡ The Committee provide "New Testaments," "Parables," "Miracles," and "Catechisms."

§ "Davys' Histories of England" are provided for these classes.

The Committee have provided Maps and other apparatus for the general use of the school.

No. 488, "Sunday Exercises," and No. 206, "Catechism," with S. S. References, might be usefully added (from S. P. C. K.).

rest of that end is occupied in two closets for books. There is a class-room, airy and well lighted, and fitted with a gallery to hold 50 boys. There are eight groups of desks, each three desks deep, each desk being 12 feet long,* for eight classes, each consisting of 24 boys, giving eight boys to each desk. Each group is in a single piece, and is moveable. They are placed down the sides of the room, and face inwards, and each group is separated from the other by a green moreen curtain, which runs upon an iron rod run into the wall, projecting 8 feet into the room. The curtain may be drawn or withdrawn at pleasure. There is also a large curtain of the same stuff, which separates the first and second group of desks and the gallery from the rest of the school. This also is drawn at pleasure. There are two fire-places and two doors (one into the class-room and one into the playground) opposite to them. The playground is only a very small yard. Maps and books, and easels and black boards (one of each to each class), are abundantly supplied, and everything has been done in the best and most workmanlike manner. The desks and seats and easels are of American birch.

The out-offices are good.

The school will hold 198 boys seated at the desks, also 100 seated in the gallery, and 50 in the class-room, or about 350 boys in all. The effect is striking and cheerful. Two hundred and thirty-five boys are already in attendance, to which there are five pupil-teachers and two assistant-monitors. It is also attended by masters in casual training. As immense pains have been taken to render the place as perfect as possible, I have added a plan of the room, sections of the desks and gallery, the form of the easels used, and master's lesson-desk, with the measurements, which may safely be adopted in other schools. In making the desks, attention must be paid to the exact measures set down. If a plumb-line be let down from the desk, the seat should be placed exactly one inch beyond it; carpenters generally place it two or three. I prefer, also, each desk and form in one piece, and thus three pieces to form the group, which is too cumbersome if made all in one. There should be no lintel on the floor running parallel with the desks; it is useless, and collects the dirt and dust.

I have worked in the school every day for a week; on purpose to find out defects. Any discovered have been remedied in the annexed plans. They consist only in trifling alterations in the measurements.

The advantages of this plan are—a gallery for gallery lessons, calculated to hold the two divisions of the school, each of 100 boys, at separate times;—the classes being of a size manageable by a pupil-teacher, the separation by the curtain is almost as good as a class-room, without the evil of the absence of the master from the main school;—the faces of the boys are all to the teacher, and his blackboard or map, and the sympathy of the eye is cultivated;—the boys may either sit at their desks, or stand behind the seats;—the face of every boy is always to the centre of the room.

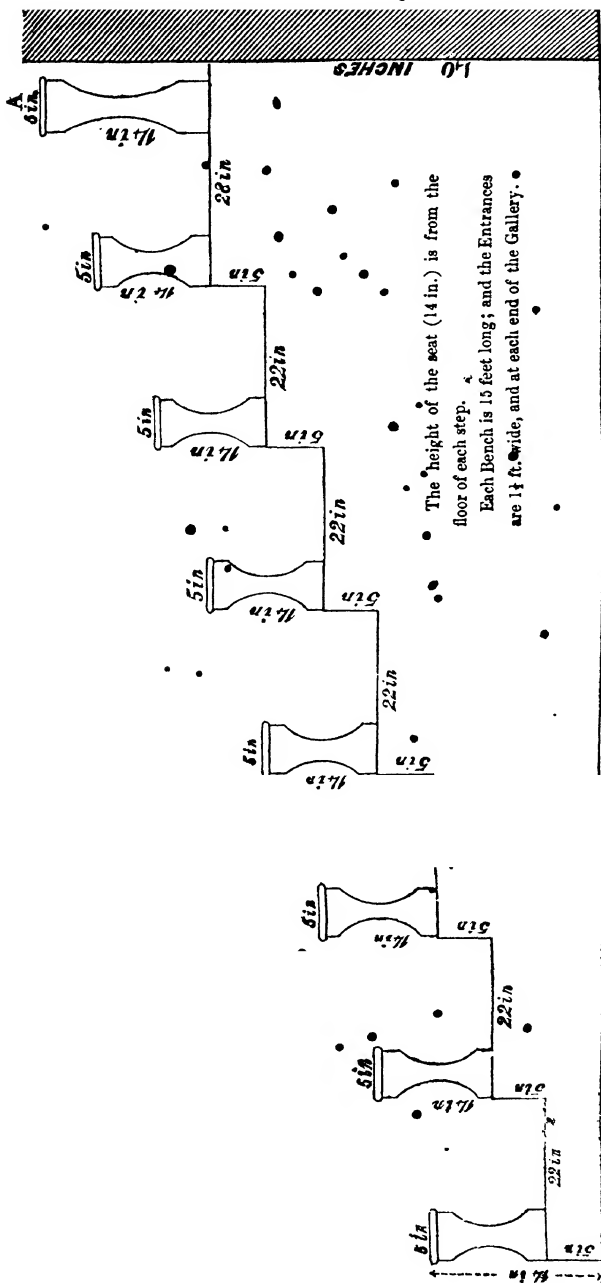
In building a new room on a plot of ground of sufficient space, I would have omitted the fire-places, and supplied their place with stoves, fed by flues with cold air, or better with foul air drawn from the roof, thus ventilating the room. I would have set the door at G close to the gallery, and placed the one at H opposite to it, and thus have been able to bring down all the groups of desks nearer to the entrance, and left the space for the gallery more open. The skylights are formed of large sheet-glass, and I like the effect.

Arrangements are in progress to obtain for the masters and pupil-teachers of this, and other National Schools in Norwich, the benefit of instruction in drawing gratuitously at the School of Design in that city. To aid this plan, a set of models,† from Mr. Kenworthy, 16 in number, and at a cost, packing included, of 11. 4s., has been procured, which, with Miss Bolton's book (Groombridge, price 6s.), or Mr. Butler Williams's, will, I hope, secure good results.

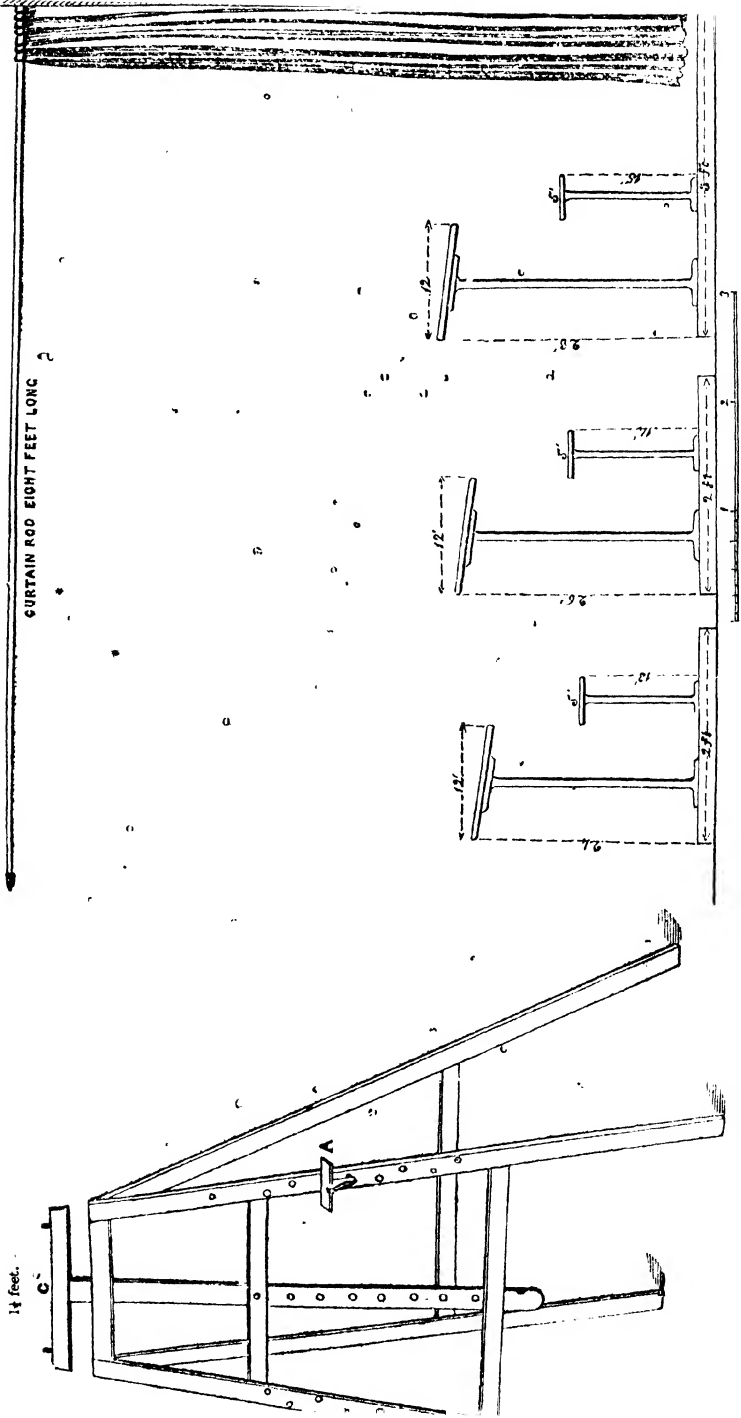
* The schools at Wisbeach and Burnham are already fitted in this manner, and those at Cambridge and West Ham in progress to be so.

* For the four lower classes 10 feet in length is sufficient.

† May be procured at 4, New King's Road, Chelsea. They are very useful, and cheap.

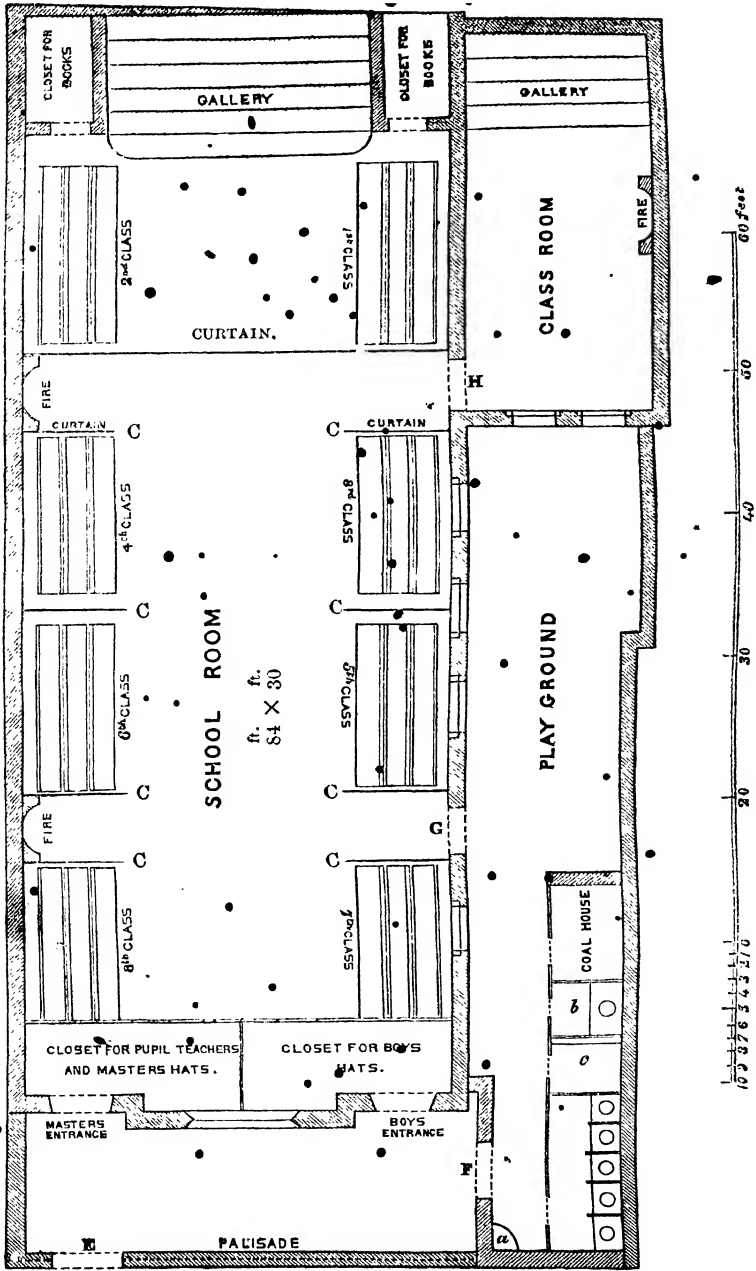


CT GA ERY, ORWICH.



PLAN OF NORWICH MODEL SCHOOL FOR BOYS.

C. Curtains between the Groups of Desks.



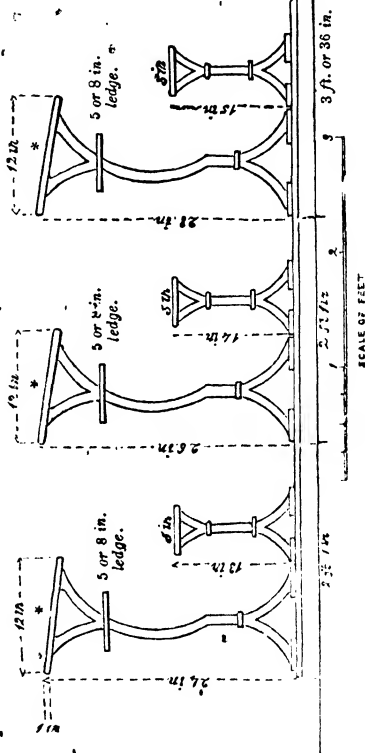
N.B.—This curtain rod is supported by a connecting rod, part of which is given, nearly at its extreme end, and fixed in the wall above, in order to keep it secure and steady.

CURTAIN ROD EIGHT FEET LONG

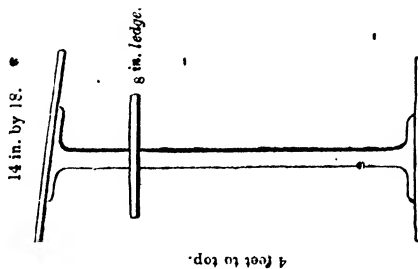
SECTION OF NORWICH DESKS.

The Lintel or Sleeper should be 3 to 4 inches square. The measurement includes the Lintel : thus the front desk is 24 in. high from the floor. The intel of last desk should be 3 feet long, of the others only 2 ft. 1 in.—The group for the lower classes may be made—desk 2 inches lower, and form 1 inch lower, in each row.—There should be three standards to each desk and bench, and four ink-wells. To strengthen the 12-foot forms, a plank should be inserted in the fork of the standard, and the desks should be 14 inches thick.

* From an oversight in the Drawing, the tops of the desks are here made to slope too much ; they should be nearly horizontal.



MASTER'S GARY DESK.



4 feet to top.

APPENDIX (B).

Selections from Examination Papers written by Candidates at Christmas and Easter Examinations.

SEC. II., No. 1. David, *youngest* son of Jesse—employment, as a shepherd—events of early youth, the lion and the bear—none too young to be good—all must make themselves useful—business of the lowest kind honourable, if well performed—difference between being a coward when duty requires courage, and boasting when there is no danger—refusing to do wrong not cowardice—ways of showing courage when duty requires—meaning of moral courage—refusing to fight and being called a coward, because we believe it wrong, an illustration of moral courage—David's message to his brethren at the camp—patience under the unmerited rebuke of his brother—soft answer turneth—apply this to boys' play—running into danger unnecessarily, wrong—history of Goliath and David—a good man brave—modest assurance—impertinent self-confidence—fruits of trust in providence—men do not gain victories in their own strength—reason why God delivered Goliath into David's hands—bodily enemies conquered, proofs that spiritual enemies may be—bad habits overcome—pride, punished—secret of David's success—difference between self-confidence and consciousness of the source of our strength—David's persecutions after so great services—apply New Testament teaching of unprofitable servants, doing well suffering—therefore all that will live godly suffering persecution—David's obedience to parents after this—true honour, humility—David's exaltation—enmity of Saul—persecution of David—God's kindness to David—David's forbearance to Saul—good for evil—overcomes even Saul for a time—no surety of unprincipled men.

SEC. III., No. 2. Early mention of horses in sacred history—Egypt famous for them—descriptions of the horse from sacred scripture and ancient and profane writers—Homer's mention of them—used for war—chariots principally—Egyptian tablets in which horses occurs in battle-pieces—sculptures of Nineveh—effects of climate on size and spirit—Shetland ponies—Arabs—horses of the Pampas—substitutes for the horse in high latitudes, the dog and rein-deer—effects of training—docility of Arabian steeds—their swiftness and beauty— anecdotes of some—effects of gentle treatment—sagacity of horses generally illustrated by anecdotes—various forms—cart-horses—racers—war-horse—sympathy with the battle—disused war-horses excited by trumpet—various uses—racing, hunting, draught—peculiar treatment required for each—draught horses, slow and strong—swifter ones, object is speed, hence lightness of form—effect of horse's taming on man's condition—superior advantages derived from this animal's use.

David, No. 2. Whose son, his early employment and courage, his trust in God and slaying the giant. Saul seeking to kill him, narrow escapes, returning good for evil. His love to Jonathan. Grief for the death of Saul and Jonathan.

King. By whom anointed, when, where, when he commenced his reign, reign very prosperous, holy. His zeal for God's honour, his desire to build God an house, his delight in the service of God. His grievous fall, sincere repentance, his second sin, his punishment, rebellion of his son Absalom, his death.

Lesson. God's care of and notice of persons in humble employment. Piety sometimes rewarded in this life, and sin not unfrequently punished. God's providence in protecting those who trust in him. His mercy in sparing the penitent.

SEC. 2. The heads of a lesson on *Jeroboam* would naturally be the following. Those with (*) would be *omitted* to a lower class.

1*. A *very* slight sketch of the harsh government at the end of Solomon's reign. How this infliction was sent by God to punish the people for desiring a king. How Samuel's description of their kings was exactly fulfilled.

2. How to *punish* the sin committed by *David* *Jeroboam* was raised up. How this fulfilled the declaration in the end of the Second Commandment.

3. A sketch of the *commencement of the Rebellion*, carefully noting—

(a) Rehoboam's foolish conduct.

(b) Its results.

(c)* God's remembrance of the oath he swore unto David, in preserving to his house *two tribes*.

4. A short account of the *Jeroboam's reign*, particularly noticing—

(a) His wicked conduct in putting up the images at Dan and Bethel.

(a) So it shewed distrust in God's direct promise (3) as breaking the Second Commandment, and so on.

(b) How these images eventually became idols.

Elizabeth, whose daughter, succeeded whom, where, at what age, length of reign, what great work completed in her reign, her part therein, her moderation, her love of science and discovery, her encouragement thereto, the number of eminent men during her reign, how to be accounted for, improvement of houses and dwellings, increase of education, and with it of comfort and civilized life. What possessions colonized, what called, why, by whom?

Character. Masculine mind, but vain; contrast, her bravery and presence of mind, her share in the death of Mary and Essex, her death, and nomination of successors.

Lesson. Encouragement of science, commerce, and education produces great men, tends to national greatness, comfort, peace, and prosperity.

Ruth, No. 3. Lived in the time of the Judges, was the mother of Obed, whose son was Jesse.

We have not the history of many females in the Bible, and the few mentioned are either remarkable for great virtues, great crimes, or for being some of the principal ancestresses of our Saviour Christ. I am glad to be able to tell you that Ruth was counted among the latter, glad, because she was eminent in virtue, and also because she was like ourselves, a Gentile; and having told you this, I think you will be attentive to her history, and try to remember what we have to learn from her example, and then you will be glad, as well as myself, that you know her history, and may make your parents, your masters, your teachers, your school-fellows, and even the angels, glad if you imitate her. You must think then of Ruth as a Moabitess and an idolatress, for though the Moabites came from Lot, they had learnt to worship idols instead of the God of Abraham, and Ruth therefore was both a Gentile and a worshipper of idols. A famine arose in Canaan, not the famine we read of in Jacob's time, but a famine arose when the children of Israel had come up out of Egypt and were settled in Canaan. Naomi, her husband, and two sons, went to live in Moab; they were of Jacob's race; they worshipped Jacob's God; they had house and land in Canaan, but they had no bread, for the crops had failed, and they went to the country of Moab that they might get bread. One of their sons married a woman of Moab named Orphar, the other married Ruth; and it pleased God to take away Elimelech and his two sons by death, and Naomi, and Orphar, and Ruth, were all three of them widows. Now you all know that Naomi would be called the mother-in-law of Ruth and Orphar, because they had been married to her sons, so they were all in great affliction, the mother and her daughters, for their husbands were dead and they were all widows. And when Naomi heard that God had given his people bread she set out for Canaan, and Ruth and Orphar accompanied her. Naomi tried their affection by representing the comforts of their own land, and the pleasures of life on the one hand, while she spoke of her own destitute condition on the

other; and Orphar turned back to Moab, but Ruth clave to Naomi, saying, "Intreat me not to leave thee, nor to turn from following after thee, for where thou goest I will go, where thou diest will I die and there will I be buried, thy people shall be my people, and thy God my God." Now I am sure you all love Ruth for this; you will soon see which Commandment she was obeying, and how you are to imitate her; you will see too that her love for Naomi went farther and reached to Naomi's God, and how she left all to follow her and learn of him. You must think of them now travelling on in poverty and widowhood, yet rejoicing in each other's love, and in the love of God. To-morrow I shall tell you more of Ruth's gentleness, humility, industry, and loving obedience to her mother when they came to Canaan; but as I wish now to know if you have understood what I have told you, I shall ask you some questions, and allow you to do the same of me.

No. 4. I am going to give you a lesson about a good woman. I will tell you her name if you are attentive. I said a good woman, whose servant do you then think she was? Well, she was not brought up to serve God; she was brought up to serve images. What do we call people who serve images? Well, if this young woman learnt to serve God who was brought up to serve images, who ought you to learn to serve; had she any school to go to; do you think where she heard about God? no! but she was married to a young man who was brought up to serve God, and he died very soon; how do you think she felt then? yes, she felt very sorry. Well, she loved his mother better than her own, who was an heathen, so she would be her scholar; what do you think she loved then? yes, she loved instruction; did she want to learn ciphering or grammar do you think? no, it was the fear of the Lord; what is the use of secular learning? yes, it will help us though the world and is very useful in this life, but it is no use at all when we die; what instruction will do us good after death? yes, the knowledge of the blessed gospel will not only carry us through this world, but make us happy when we die, and carry us to the bosom of Jesus Christ; you would like to know where she lived, it was Moab. First class, tell me where the land of Moab was; yes, and who was Moab; yes, the son of Lot, and who was Lot; yes, Abraham's nephew. Well, the mother-in-law would go back to her own country, and do you know this young woman would go with her; what did she want to leave her own country for? yes, to serve the God of Israel; what ought we to learn from? yes, to serve him too; and there she was married to an Israelite, and had a little son called Obed, and do you know that he was the grandfather of good king David, and so she was ancestor to all the kings of Judah; yes, and even to Jesus Christ our Lord. Now tell them the name of this good woman; yes, her name was Ruth.

No. 5. What do you call this? yes, a piece of calico; what is the difference between this piece of linen and the piece of calico; the threads of the linen shine more than the threads of the calico; yes, this is how we can tell linen from calico. Which is the strongest? yes, the linen is the strongest, but the calico is by far the warmest, and is very useful. To which kingdom in nature does the linen belong do you think? yes, it is a vegetable because it grows out of the ground, then I suppose calico is a mineral; no, calico is made of cotton taken off the apple tree; no, because every tree bears its own particular fruit; we do not gather grapes from thorns, or figs from thistles, so we can only get cotton from the cotton tree. Have you any cotton trees in your gardens? why have you not? no, cotton does not grow in this country. Teachers, tell them where cotton grows; yes, it grows in India; in which quarter of the globe is India? yes, where Adam and Eve lived; how should you think it grows on the tree? yes, it grows in large pods as large as the cocoa-nut; there is great pains taken to make it into nice calico; when it is taken out of the pods it looks very much like rough wool, and is combed or carded in India very much the same as wool is in England; it has then to be drawn out into threads, which is a deal of trouble; then these have to be divided into three or more, and then wound upon bobbins by machines which

little girls manage, poor little things; they seldom get any learning; they are called factory children; and then it is woven into calico like this, and some is coloured and printed, which makes nice frocks and pinafores. Let us see whose frocks and pinafores are made of cotton; yes, how very nice to have such comfortable clothing; how thankful we ought to be to God for giving us the useful cotton tree.

(3.) Now, children, I will tell you a little story out of the Bible about a good woman who showed her love to God by keeping his commandment of "loving her neighbour as herself." Her name was Dorcas. We read in the Acts of the Apostles that there was a certain woman living at Joppa, who was very kind to the poor people who lived there. She was not only kind in giving them money, but she spent a great deal of her time in making clothes for those poor women and children, who were too poor to get them for themselves. One day she became very ill, and at last she died. You may think how very sorry these poor people would be to whom she had been so kind. If some person whom you loved very much was to die, I am sure you would cry very much. So these poor widows and children did. At last they thought of something which seemed to make them not quite so sorry. I will tell you what it was. There was a good man staying at Lydda, a town a few miles from Joppa. He had performed a very wonderful miracle at Lydda by making a man, who had been so very lame for a number of years, as not to be able to walk, strong enough both to walk and carry his bed. Well, these poor people thought they would send for Peter, and see if he could do anything for them. So he went to Joppa, and when he arrived at the house of Dorcas, he found a good many people mourning for her. He asked to see Dorcas, and so they took him into the room where the dead body was, and he took hold of the cold hand, and said, "Tabitha, arise" (Tabitha was another name that Dorcas had). And as soon as Peter had said these words, she opened her eyes, and sat up. And when all the people saw her alive again, you may be sure that they were glad. We know that Peter did not do this wonderful thing of himself, but he prayed to God for help, because God had promised to help the Apostles to perform miracles. I dare say you could give me more instances of dead persons being raised to life. We will just name a few: first, Elijah raised the widow's son; Elisha raised the Shunamite's son; Jesus raised the daughter of Jairus, a little girl only 12 years old; he also raised Lazarus, who had been dead four days, and the son of the widow of Nain. We should learn from this account of Dorcas to do all we can for those who need help. Perhaps none of you can afford to give clothes away, but you can help them in many ways. You can help your parents by not wasting your food, so that they may be able to give some to those poor beggar children who have none. You may also take care of your clothes, so that your parents may have more money to spare to do good with. We may suppose, that while Dorcas took care of these poor persons' bodies, she did not forget to tell them of Jesus, and lead them to him who is able to keep their souls. Now, you may do the same to a certain extent, by remembering what you hear at school, and telling it to those children who have not the same opportunities as you have. This lesson should also teach us to be grateful to those who are kind to us. We find that these poor people were not like Pharaoh's butler, who forgot all Joseph's kindness, for they did all they could think of to show that they felt the kindness. I hope that all of you will try to be like Dorcas to those people who live near you: I do not mean by giving them things, but by being kind to all.

APPENDIX (C).

A very painful visit. I hardly know how to satisfy both my own conscience and the managers. The apparatus, books, and slates, are all of the worst description, and very defective in both schools.

The discipline in the boys' school is most imperfect. The master has not the least idea of system, and the most confused idea of school-keeping. He is entirely untrained, and needs at least six months to qualify him to communicate knowledge. He has, however, a third-class first division certificate. I don't know what to do about it. He seems a good sort of man, but in no respect a schoolmaster, and I feel really annoyed both at declining to authorize his augmentation, and at permitting it.

The girls' school is much better. But I wonder at the managers being satisfied with the apparatus and books. They must be taught that if the Committee of Council aids schools, it is only on the conditions being fulfilled. I cannot express how annoyed I have felt at the imperfections of these schools,—each with certificated teachers and two pupil teachers, and they are the worst in the neighbourhood. I think they must be dealt with severely.

It is sought to obtain for these schools of £40 mere infants,—

	£.	s.	d.
For the master's certificate	18	0	0
Two pupil-teachers	20	0	0
Teaching ditto	9	0	0
Mistress's certificate	11	0	0
Two pupil-teachers	22	10	0
Teaching ditto	9	0	0
Total	89	0	0

Neither the school nor the place warrants such an expenditure of the public money.

C—.

This ought to be a better school than it is, from the attention paid to it. The tone of the scholars is good. The children are very fond of it, but the master says he cannot get on with his own system, and that the clergyman does too much, &c. I think the school would be even better under an inferior master, and the present man would do better in a school less under the immediate teaching of the clergyman. They sing very nicely, but there is too little life or spirit among the children, who were, however, terribly afraid of the Inspector, which shows imperfect training, for if a school is so conducted that the scholars cannot, through nervousness, put out their forces when required, the system must be deficient. The pains and attention of the clergyman cannot be too highly commended, and the tone of the children is excellent, as regards a submissive discipline, but I doubt whether such training is equal to the task of making them able to stem the rude roughness of ordinary life, or really to fit them to contend with and overcome the actual trials of their necessary existence. Nervous sensibility appears to me the last thing to be encouraged in a hardy labourer. A manly spirit of proper independence is the real tone to excite.

On a recent inspection of this school, I am happy to state that everything is very much improved, and that sickly sort of sensibility is now entirely removed.

D—.

Nothing can be more miserable than these schools. The master and

mistress, man and wife, are totally incompetent. The children are shamefully ignorant, and the supply of books and apparatus is lamentably defective. No school at all would be better. Only two of the boys could work any sums. Nine of the others attempted addition, but failed entirely. Their Scripture knowledge is equally defective.

A good mistress might be secured for the salary paid the present very inefficient people, being 40*l*.

E—.

I regret to be obliged to give an unfavourable report of this school. The master does not possess the power of school management or discipline. The fittings of the school are of the poorest description, though the exterior is one of the handsomest in the district. The schools will hold, each of them, 250 children. There is an average attendance of boys, 52, and scarcely so many girls. The population is 6,000.

F—.

The master seems to have quarrelled with the parishioners, who think him too severe. He has also got into debt, and his salary is paid by the rector at 7*s*. a-week, to clear him.

G—.

A most inferior school in every respect. The master has been in better circumstances, and is entirely inefficient and ignorant. He is assisted by a son of 18, and daughter. Nothing can be worse than the education. The buildings are excellent, but the ventilators have been blocked up, and the consequence is almost suffocation. No attempt at dictation; Scripture knowledge is very imperfect, and the catechism is not taught. The books and apparatus are very defective.

H—.

Norfolk.—It is evident, from this week's work, that this part of Norfolk is in a most lamentable state of un-education, arising from defect of funds, consequent bad teachers, and deficiency of books and maps, &c., which the teachers would not, however, know how to use, even if they had them.

I—.

Master and mistress both totally incompetent. The discipline is most incomplete, and the children are very ill taught. The clergyman is almost in despair. The place is overrun with the most ignorant dissent, the parents even objecting, through jealousy, that their children be taught more than themselves, and there is an utter impossibility to procure efficient masters for this sort of school.

K—.

Essex.—It is evident, from the reports I have been compelled to make lately, that the schools in this part of Essex are in a very inferior condition. Grants of books might be made with advantage to some whose funds are inadequate to provide them, as at ——— and ———, but where the master is so inefficient as at ———, one is left utterly without hope, as he could not use them properly, even if he had them.

L—.

It is evident that some mistresses cannot carry on their pupil-teachers, and the clergy are very anxious to know what is to be done, as though they make every exertion, they cannot get schoolmistresses capable of teaching pupil-teachers. There are 13 advertisements in "The Ecclesiastical Gazette" for mistresses: only one for places.

M—.

The girls' school is without a mistress, and no one is to be found to take the place.

N—.

The mistress has been here only three months; was trained at Westminster.

She lives in the clergyman's house; I conjecture as a sort of nursery-governess, when out of school.

O—.

A small village-school of humble character. The acquirements of the mistress are insufficient to take pupil-teachers. In 14 lines she made 7 false spellings.

P—.

At the examination, the mistress, highly recommended by the clergyman of ———, has made a most disgraceful failure in her paper-work. In 23 lines of writing she made 17 false spellings. The salary which is paid, 20*l.*, cannot secure a competent person.

Q—.

There are many women equal to the conducting a small school fairly, who are totally inadequate to train pupil-teachers or stipendiary monitors.

R—.

A very wretched school under a youth who was dismissed from St. Mark's, after a year's residence, because the surgeon refused him his certificate. His training has not profited him at all. The instruction is very meagre. The school is totally unprovided with books or apparatus, and the fittings are very indifferent. A part of the ceiling has given way. 20*l.* towards the support comes from the clergyman.

S—.

Examined the pupil-teachers. The master's papers are not equal to a good pupil-teacher's of the second year. I observe few pupil-teachers can answer the questions in mechanics or mensuration, but the geography is much improved. These pupil-teachers have only had half a year, instead of the whole, and their papers are imperfect.

T—.

The master, an old sea-captain, is not the man to impart a good moral tone; and he not having been trained, and having taken to the profession late in life, is unequal to the management of so large a number of children. The discipline is consequently very imperfect, and the instruction limited. The mistress wants energy and spirit. The fittings are very inferior, and the instruction very moderate. These schools ought to be very much better, both of them. The salary is good, 106*l.* and 40*l.*, and the children are clothed.

U—.

Thurning.—Great credit is due to the clergyman, who has, it seems, done very much in a little village, to which, four or five years back, there was no road.

V—.

Steeple Gidding.—This school of 19 children will probably die out soon. The population last census was 120, it is now 90, and only two children have been born in the last five years.

W—.

Bungay.—They are instructed in field-botany by Mr. Scott, and take great interest in the subject. The first class is fairly taught in all the ordinary subjects of instruction.

Pakefield.—The children go to sea before they are nine years, that they may get their sea legs. The infant school is excellently carried on by an untrained woman. Great order and discipline. Are very nice children, whom it is a pleasure to visit. They want books.

X—.

It is too small a school ever to have needed a pupil-teacher, the numbers and the size of the children do not warrant it, neither can a pupil-teacher have

the fair exercise of her powers in a school on so small a scale. One pupil-teacher to 50 scholars is amply sufficient, and if a certificated mistress cannot teach so small a number without aid, I must record an opinion that she is not equal to the promise of her certificate. The mistress, aged 19, is also too young to be mistress of a pupil-teacher aged 17.

Y—.

A certificated master is thrown away in such a school. He is always attempting too high things above the comprehension of his children.

z—.

The staff is too large for the number of children. A master, assistant, and three pupil-teachers to 46 boys give only nine scholars to each. In winter the numbers are larger, but it was, I am afraid, rather an excess of generosity to grant three pupil-teachers to so small a school.

Yarmouth.—Infant-school, boys, 69; girls, 58. The room is nice. The gallery is much too large for a woman's physical powers, and the children too numerous. There should always be a class-room to an infant-school to stow away the very little ones. A mistress is unable to manage more than 70 to 80 children, and it is absurd to build a gallery which will hold 150. The discipline is imperfect.

b—.

I have often called attention to a very disagreeable effect of latticed windows, the glare of which is most unpleasant, especially if the windows be small and the roof dark. The master of Thorney and one of the committee of Standground both have complained to me this week of the unpleasantness of this sort of light, and I fully sympathise with them. In all cases of the use of this sort of window, I would recommend skylights which might be formed with glass tiles; it is the diamond-shaped pane which is so defective, and more especially where the mullions are large and heavy.

c—.

Stilton.—In the old days 38 coaches passed through the town daily, now one market omnibus in the week.

d—.

Mr. Finch opens his very pretty gardens to the population on Sunday evenings, with very good effect. The people crowd to them, even on wet Sundays, and the punishment for slight misconduct among his parishioners, is to deprive them of this privilege. Mr. White, of Aveley, follows the same plan

e—.

West Ham—Shows the advantage of doing away with an ugly charity dress, as two years ago there were less than 90 in average attendance, and now there are 150. The boys then were ill-mannered, rude, and uncleanly, in all which respects they are now much improved.

f—.

Yaxley.—It is one of those cases which show the value of the Government clauses. Before the members of the committee were included in the management they took no pains about the school, but now they are all active, anxious, and interested.

g—.

It will be some time before the managers of schools can so far prevail over their feelings, as to perform a public good at the expense of private charity. Schoolmasters are often retained, though entirely inefficient, because they are old, have many children, are poor, fit for nothing else, &c. And thus a whole parish is deprived of all the advantages which a good education brings, and the children are brought up in ignorance, ill-discipline and lawlessness.

The girls' mistress has a certificate and wants to leave, indeed had left, but her successor is unequal to pupil-teachers. I do not think any ought ever to have been appointed, as the managers object to elementary geography and grammar being taught, and complain of the expense of supporting a trained teacher.

h—.

Boys' and Girls', 24 ; Infants', 49.—It is most painful to visit these schools which will hold 100, and only 23 present. The master is very inefficient. The schools are well provided with books, maps, and apparatus; but on the whole it is a most disheartening visit, as I know, having inspected the school 11 years ago, the pains taken by the clergyman and the trouble that is thrown away. The infant mistress seems more able and intelligent, and her school is better, though by no means what it ought to be. There is a want of energetic discipline.

APPENDIX (D).

The following are short analyses of the different counties composing the district under my inspection :—

Essex.—The number of schools liable to inspection in Essex is—by Treasury Grants, 21 ; by Grants from Committee of Council on Education, 58 ; by invitation, 14—Total 93. Of these I have been able to inspect 18 boys', 17 girls', 22 mixed schools—total 57 ; and the number of children inspected was 4,028, of whom were in boys' 1,355, girls' 1,132, mixed 1,541. In 34 parishes, of which four, viz., Chelmsford, Walthamstow, Halsted, and Saffron Walden, have been inspected twice, there are 12 boys' schools, 9 girls' schools, and 3 mixed schools which have pupil-teachers. Many large towns have not availed themselves of the privileges offered by the Committee of Council, either in building, books, apparatus, or assistance to teachers : such are Dunmow, Braintree, Ingatestone, Colchester, Manningtree, Harwich, Brentwood, Coggeshall, Epping, Thaxted, and Neyland. In many of these places there are probably endowed schools. The girls' school at Chelmsford is so well conducted as to merit the name of model school. The school at Aveley is very well-conducted. The buildings at Chelmsford, Maldon, Leigh, Bowers Gifford, Orsett, Boreham, Witham, Wivenhoe, Halstead, Saffron Walden, Chesterford deserve commendation. The ague, which used to render the lower eastern and southern parts of this county so unhealthy, has not been known for years till last year, when it broke out again, and it broke out also in Huntingdonshire, where it had not been known for a like period. The children in Essex are quite as fine as in any other part of the district.

Cambridgeshire.—The number of schools liable to inspection in Cambridgeshire is—by Treasury Grants, 5 ; by Grants from Committee of Council on Education, 44 ; by invitation 9—total, 58. Of these, I have been able to inspect 15 boys', 12 girls', 15 mixed—total 42 in 31 parishes. One has been inspected twice, and the number of children inspected is 3,338, of whom were boys 1,352, girls 912, mixed 1,074. There are 8 boys' schools, 6 girls' schools, and 7 mixed schools which have pupil-teachers, of which Wisbeach and Guilden Morden are new applications. The education of the county generally, is at a low ebb. Of the larger towns March, Royston, and Caxton seem the only ones which have no connexion with the Government in matters of education ; many of the villages seem totally unprovided with means of instruction. The buildings at Wisbeach, Whittlesea, Duxford, Swavesey, Trumpington, Guilden Morden, and the St. Paul's, Barnwell, and Kipg-street, Cambridge, Littleport, and Chesterton are commendable.

Huntingdonshire.—The number of schools under inspection in Huntingdonshire is—by Treasury Grants, 0 ; by Grants from Committee of Council on Education, 20 ; by invitation, 7—total, 27. Of these I have been able to inspect 5 boys', 4 girls', 22 mixed—total 31 schools in 28 parishes ; and the number of children inspected is 1,444, of whom were boys 242, girls 287, mixed 1012. There are no pupil-teachers except at Warboys and St. Ives, new ones. Education is rather backward. The villages are small and the population scattered, and roads and communications are not good. Of the large towns Ramsey, Godmanchester, have no connexion with the Government in education. The school buildings at Yaxley, Connington, Spaldwich, St. Ives are very good. The ague broke out again here last year after an interval of 20 years, in which it had been scarcely known in its more serious form.

Norfolk.—The number of schools under inspection in Norfolk is—by Treasury Grants, 13 ; by Grants from Committee of Council on Education, 70 ; by invi-

tation, 11—total 94. Of these, I have been able to inspect 18 boys', 16 girls', 31 mixed—total 65 in 42 parishes, of which 4 have been visited twice, and the number of children is 4886, of whom were boys 1,562, girls 1,193, mixed 2131. There are 6 boys' schools, 3 girls' schools, and 3 mixed schools which have pupil-teachers, and 3 have applied in the year. There are large gaps in this county, showing no schools connected with the Government, in large agricultural areas. Among the large towns are Stoke Ferry, Thetford, Wymondham, Attleborough, Harling, Wells, Docking, Cromer, North Walsham, Loddon. The buildings at Lynn, Fincham, Burnham, Walsingham, Fakenham, Aylsham, Model Norwich, Boys (new), Yarmouth, St. Peter's Redenhall, are commendable. All along the sea-coast and within four miles from Lynn to Yarmouth, there are only two schools under inspection.

Suffolk.—The number of schools under inspection in Suffolk is—by Treasury Grants, 15; by Grants from Committee on Education 55; by invitation, 15—total 75. Of these, I have been able to inspect, boys' 22, girls' 16, mixed 20—total 58 schools in 26 parishes, of which four have been inspected twice, and the number of children inspected is 5,739, of whom were in boys' 2,338, girls' 1,198, mixed 2,203. There are 9 boys' schools, 4 girls' schools, and 7 mixed schools which have pupil-teachers, and 1 has applied. The large towns which have not availed themselves of Government aid are not many. But the large gaps in my map unmarked by any sign to show they have schools, exhibit a great deficiency of education in the agricultural places. Among the large towns, Mildenhall, Newmarket, Haverhill, Clare, Hadleigh, Needham Market, Woodbridge, Framlingham, Eye, have no connexion with the Government; probably in most of them there are endowed or other schools. The schools at Ipswich are particularly good, and education is very much advancing in that flourishing town. Among the country schools Kesgrave is the best, in my opinion, not merely in this county, but in the whole district. St. Matthew's boys', and St. Peter's girls', at Ipswich, are the two best schools in the county; Redgrave, Woolpit, and Stonham Aspal may be referred to as possessing good moral tone, without high intellectual acquirements. Bungay and Walsham-le-Willows are good schools. The boys' schools at Lowestoft are improving; the girls' is fairly conducted, and the infants' is one of the best I have ever seen. The buildings at Gorleston, Wrentham, Laxfield, Bury Commercial and Poor Boys', Cherrington, Redgrave, St. Matthew's and St. Peter's, and the girls' and infants' at St. Clement's, Ipswich, are commendable. The incendiary fires take place mostly in the most uneducated part of the district.

APPENDIX. (E).

SUMMARY A.

					Per Centage* of Children Learning										
					Arithmetic,										
Number of S tween 1 N 1850.*	Number of Chil dren.	Dai ly	Number of Chil dren Examined.	of C or	Fractions and Decimals, Pro m. tice, les m.										
					L	V	M								
189	28,222	17,428	15,597	41	221	32	9.12	9.42	20.63	13.87	14.67	1.32	3.64	8.33	

*. * The numbers in each of the following columns depend upon this first column. The results given,—being those of Inspector's District.

† Taken on Number

SUMMARY B.

Aggregate Annual Income, as stated by Managers.				
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-people.	From other Sources.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
2,463 15 5	4,811 0 8	1,168 2 1†	3,220 17 8†	904 14 0†

APPENDIX (E).

SUMMARY A.

as far as			Per Centage of Children								Per Centage of Children Aged								
			Writing				Reading.				8	9	10	11	12	13	14		
			On Paper.		On Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.									
Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.					From Copies.								
11.84	25.58	15.	1 61	36.27	4.28	19.78	10.62	16.47	17.08	35.83	39.86	34.8	15.22	15.44	12.7	9.31	5.73	4.3	2.5

actual inspection between 1 November 1849 and 31 October 1850, are not to be taken as complete accounts of the present at Examination.

SUMMARY B.

		Aggregate Annual Expenditure, as stated by Managers.							
TOTAL.		Salaries of Teachers.		On Books and Stationery.		Miscellaneous Expenses.		TOTAL.	
£.	s. d.	£.	s. d.	£.	s. d.	£.	s. d.	£.	s. d.
12,568	9 11½	10,677	19 6	908	13 5	2,985	3 3½	14,571	16 2½

APPENDIX (F).

HAVING, in the vacation of last year, during a tour in France, visited the establishment at Mettray, near Tours, for the reformation of juvenile criminals, it was suggested to me by some friends, on whose judgment I much depend, that a short account of that colony might prove acceptable to those at present occupied in the formation of industrial schools. As no such account has appeared in any of the volumes of Minutes, I have the pleasure to subjoin the following sketch.

On a beautiful afternoon, the 13th of September, I set out from Tours in a calèche to visit the Colonie de Mettray, about four miles from that city.* The country is exceedingly pretty. We mount a hill, cross a plain, arrive at a neater village than is customary in France, see the rising Flèche or clock-tower of the chapel, make a right-angular turn in the road, and the driver stops his vehicle opposite a sort of rustic lodge; and, "Monsieur, voilà Mettray." The portress having learned my object, hastens me on with an intimation that I am just in time to see the whole assembled. We crossed the road, and entered a sort of garden, surrounded with cottage houses, in which were drawn up about 500 youths in blouses; some of the elder ones forming a brass band. Immediately on coming to the ground, allowing me only time to walk down the line, the music ceased, and the order being given, each troop marched off to its separate labours in that military order and discipline a martial nation knows so well how to appreciate. The appearance of the place was particularly pleasant, and the colonists, aged from 18 to 8 or 9 years, seemed cheerful enough, though their countenances betrayed, to a certain extent, the nature of the foundation: they reminded me strongly of the boys in the Normal School at Norwood. They seem to be healthy and well-fed. A young man soon joined me, who had learned English at one of the colleges at Paris. He was a chef de maison, was about 20 or 22 years of age, and so obliging and civil in his manners, and so intelligent in his explanations, that I am bound to express my obligations to him. The resident chiefs or superintendents were absent. M. Demetz I afterwards met on my return to Tours. We first entered a large room at one end of the oblong square of houses, which serves as a school. Here, for an hour and a half in the day, the youths are instructed in reading, writing, and arithmetic; and here also the table of honour is put up, of which I shall have to speak again. There are several pictures, &c. similar to our "Idle and Industrious Apprentices," placed round the room, with religious prints. But I must say I thought the whole of the scholastic department might be improved, and I am inclined to think the hour and a half a-day is not sufficient time to devote to it. This opinion, however, is only on theory, as I had no opportunity of seeing the boys at their work in school.

We went thence to the church, a neat building, fitted up with the usual taste of the nation, and with the ordinary furniture required for the service of the Romish ritual. Here were ranged lists of the benefactors to the Institution, which included many noble names of France, and among the most illustrious, the exiled King and his family. The young chef that accompanied me took pleasure in pointing out the names of some English subscribers, and particularly that of Mr. Gladstone. From the chapel we proceeded to the cowshed, where were tied up 45 cows, which appeared well kept. A boy with a smiling face approached, and touching his cap, passed on in silence: they

* Les enfants acquittés comme ayant agi sans discernement sont seuls admis à Mettray sous cette condition toutefois qu'ils ne soient pas âgés de plus de seize ans; et qu'il reste encore à courir au moins trois années avant l'époque de leur mise en liberté définitive.

are forbidden to speak unless spoken to. The pigs, of which there are 50, appeared to me the worst kept and dirtiest part of the establishment. The breed too is inferior. Some of our good stock would be both an acceptable and useful present. As we passed through the workshops we observed some of the boys employed in agricultural labour. The tools, &c., were such as are common in France, and a journey to our agricultural districts of Norfolk or Suffolk would enable the managers to much improve their establishment in this respect. They work 600 arpents, and there are 16 horses on the grounds. In the sort of oblong square, of which the chapel and school form one side, which is planted in the centre and has walks and fountains, two of the remaining sides are formed by the houses in which the children dwell. There are eight of these, and one for the office, and one for the chaplain. At some distance on the fourth side, is the residence of M. Demetz, the founder and munificent supporter of this institution, who devotes his whole time to the duty, with the zeal and love of an enthusiast and a Christian.

These houses form one of the peculiar features of the establishment; they are separate from each other, and the in-dwellers form separate families. They have each a ground floor, used as a workshop, and are two stories high. Each story forms a single room, which contains 23 boys and the superintendent, so that the whole house, or family as it is called, consists of 52 persons. Each house and its furniture cost 8300 francs. In the rooms, each 30 feet by 15, and 10 to 11 feet high, the boys eat and drink and sleep; the arrangements being such as to allow of it, and the rooms being well ventilated by windows on all sides.* They sleep in hammocks—the foot of one being placed opposite the head of the next, to prevent conversation—which are rolled up in the day time. Above each hammock is a box, in which the boys deposit their clothes, shoes, &c., and above which they place pictures and prints (mostly of the Virgin, or the Saints of the Roman church, or the acts of Napoleon) awarded them as prizes of good conduct. They each had a clothes, hair, and shoe brush, and a comb. Also a Sunday suit; cloth cap and jacket, linen drawers and shoes. Their ordinary dress is a blouse and sabots. Three meals a day are provided for them, and, as a prize for good conduct, a fourth if they have worked well. Their breakfast is a piece of bread and water; dinner, soup and meat twice a week, soups and vegetables the other days. At supper, soup and bread, and a little weak wine at dinner and supper.

The boys sleep 8 hours, rising at five in summer, and six in winter. Two-thirds of them are employed in agriculture, and one-third in trades—tailors, shoe and sabot makers, carpenters, blacksmiths, bakers, &c. Silence reigned in every shop we went into. Still the boys seemed fairly happy. There is an hour's recreation each day. No boy may go beyond the precincts of his own house or family to mix with the other families. Sunday is a holiday: the morning devoted to the services of the church, the afternoon to gymnastics, to which the inhabitants of the neighbourhood resort as an amusement, the fifty musicians, with white caps to distinguish them, enlivening the scene. A mast has been erected in the ground, as some of the boys are to enter the sea service. If any behave ill he is sent to the cells (some of which are dark), and kept there 1, 2, 3, 4, or even 20 days, till he becomes penitent. There were 20 boys thus confined at the time of my visit, not many in 600, considering it is a penal establishment. These cells are not shown to strangers. They are attached to the chapel, so that the offender may have the advantage of the public communion with the church though he be in disgraceful punishment. For slight offences they are put into a sort of fetters for 2 or 4 hours. The whole establishment is under the two directors, Le Vicomte de Bretignères de Courteilles, and M Demetz, who reside on the ground. Under these are two officers with salaries of 2500 francs per annum, others at 1000 francs, some again at 500, and some lastly at 300. These officers have also their board

* The *chef de famille* sleeps in a sort of alcove with Venetian blinds; he is assisted by a *contre maître*, who sleeps on the higher floor, and two *frères aînés*.

and clothes, and are distinguished by a handsome blue uniform, and by stripes or gallons to tell their grade. The total number is 60. There is also a chaplain to the establishment. There are also 12 Sisters of Charity, who superintend the household work, and attend the sick, of whom there were about 12 on my visit, but only one in bed. To the infirmary is attached a very pretty small chapel. The physician comes twice a week from Tours, except when his presence is required more frequently.

The establishment has been founded 11 years, and contains now 600 inmates. There are only 150 of them who can read and write. Writing to their friends is not prohibited, but the letters are opened and read in the establishment before they are posted. The boys are received in the establishment of all ages from 7 to 16, and may stop till 20. When they have completed their time, they are apprenticed out to parties willing to take care of them, and a correspondence is maintained with them by the directors. Among the various plans for inducing good conduct, is the insertion of the name on the table of honour, in which every boy is enrolled who has not misconducted himself for 3 months. And another most sensible and humane invention is a box for lost things ostensibly, but in reality for stolen goods: it is put in an obscure situation, and if a boy has been tempted to steal from another and is conscience-struck, he puts the stolen goods in the box, and thus restores the property without the disgrace attending a disclosure. There are 3 outlying farms I did not see. In addition to the other officers, there are 9 pupils who are here for the purpose of learning the system; and each house elects every month a boy for itself to manage its affairs and, be a sort of ruler, who is called a *frère-aîné*. I cannot express my sense of the civility and politeness which was paid to my minute inquiries. On my return to Tours I was fortunate enough to encounter M. Demetz, who in regretting he had not seen me at the colony offered me every attention in his power. It is an honour and a pleasure to have saluted such a man.

I procured at the establishment such books as related to its formation:—1. A "Notice sur Mettray," par A. Corbin. 2. "Application du Système de Mettray aux Colonies d'Orphelins et d'Enfants trouvés." 3. "Essai sur les Institutions de Bienfaisance et la Réforme Penitentiaire en France," par G. de Clerambault. 4. "Colonie de Mettray: Devoirs du Colon." 5. "Rapport Annuel, Colonie Agricole et Penitentiaire de Mettray."

From these works I extract the following account of the institution or colony of Mettray, founded for the reformation of young criminals by M. le Vicomte de Breteignères de Courteilles and M. Demetz. These, with other philanthropists, formed in 1837 a society whose object is thus expressed: 1. To exercise a benevolent superintendence over children of tender years who have been acquitted of crimes in consequence of their youth, and which may be confided to their care by the State: to procure for these children, provisionally at liberty, and placed in an agricultural institution, a moral and religious education, as well as elementary instruction—to teach them a trade, to accustom them to the toils of agriculture, and to procure them situations at the expiration of their term, in the country, at the homes of artizans or small farmers. 2. To watch over the conduct of these children, and to give them all the aid of their patronage so long as they shall need it, or, for three years.*

Such were the resolutions which founded Mettray—resolutions of men who, holding high ideas of the dignity of human nature, even in its most debased circumstances, seriously believed in the possibility of its regeneration, and in a word accepted the sublime doctrine of Christianity which permits not to despair the salvation of a single soul.

* Nous ne néglignons aucun moyen d'action pour que notre influence se fasse sentir même au loin. Aussi, nous entretenons avec nos enfants sortis de la colonie une correspondance des plus assidues et le chiffre des lettres tant envoyées par eux que répondues par nous, qui dépasse 4000, témoigne suffisamment de la fréquence de ces relations.

Religion is the base, the fundamental principle of the system of Mettray. M. de Tocqueville, one of its founders, wrote these words: "No power of man is to be compared to that of Religion for the reformation of criminals; and on her, after all, depends the future of all penitentiary reform." Without religion we can reform prisons, without religion we cannot reform prisoners.

But it is the object at Mettray, in addition, to replace its occupants in society, and therefore it cultivates in them social habits, and forms them to social duties. That they may not become citizens useless to themselves and to their kind, they are accustomed to the most assiduous labour, and such instruction is bestowed on them as may suffice for their future position in life.

The family is the grand bond of society. The colonists are indoctrinated with the spirit of the family, most ingeniously, most powerfully. They will find in society both respect for law, and also evil customs. They are habituated to the influence of example, to the emulation of good; obedience to law is the base of social order. The colonists of Mettray are subject to discipline, firm, but just and simple. In society they will be free, they must therefore be habituated to freedom—no armed police, no walls, no bolts, no keys; honour alone preserves at once discipline and freedom; unbroken discipline, freedom never abused. A man might care little to be thought a criminal, whose nature would revolt when called a coward. To receive praise for morality is not so captivating to many as the consciousness they are considered brave. "Why," said some one, "do you not escape?" "Because there are no walls, and it would be disgraceful," replied the colonist of Mettray.

The practice of religion, the love of labour, the spirit of family association, the emulation of example, the cultivation of honour, the habit of discipline, a good use of liberty—all, the reforming influence, all the moralizing power of Mettray depend on these grand and simple ideas. M. le Vicomte de Breteignères de Courteilles offered a site, a property near Tours, and he resolved at the same time to offer himself, a more noble gift, to M. Demetz, to aid the good work. They planned, they raised everything from the foundation; they would not adapt an unsuitable edifice—they willed not that walls should give them laws. Hence they built for themselves small cottages, as they desired their pupils should have the *esprit de famille*. In five months (1839) five were erected. I have already described their form. There are now 10. Having arranged the buildings, it was necessary to procure assistants. These have been formed by M. Demetz, in a school established for that purpose: "*Jeunes gens intelligents et instruits, religieux et moraux, disciplinés et patients, qui ont regardé comme un bonheur de se devouer à une si belle œuvre.*" It is to one of these I am indebted for my knowledge of the institution, and whose commendation is that he appeared to be worthy of this character.

To assist the *contre maitres* the directors hit upon the happy idea of allowing the occupants of each house to choose by election, themselves, two of the colonists, whose authority lasts a month, and the directors judge of the condition and disposition of the house by the parties thus selected. These are the *freres aînés*; these, with the 12 Sisters of Charity, whom one enthusiastic writer describes as "*des anges que le ciel donne à la terre et que la terre donne au ciel.*" form the staff of Mettray.

The colonists are brought from the *maisons centrales*, prisons to which they had been committed as delinquents, by the directors themselves, who usefully employ the journey in observing the dispositions of the youths and learning their history. On their arrival they are placed in a *famille*, and they commence the following existence:—they rise at five in summer, six in winter; they dress, they wash, they pray; they work till eight; they breakfast and play till half-past eight. Three hours more of work, and one for dinner and recreation. In summer, two hours of school, and then four of work. In winter, vice versa, one hour for supper, evening song, prayer, and bed at nine o'clock.

The colonists are taught the general operation of a farm, the care of beasts, horses, cows, pigs. Each set of labourers consists of 12 colonists, with a

contre maitre over them, who is a gardener, a vine-dresser, a labourer, or a hedger and ditcher. These explain to the children they overlook the best ways of working and handling their tools. They are taught also to attend and clean horses, to clean and repair the harness, and different instruments of agriculture. They also learn to cultivate the mulberry-tree, and how to rear silk-worms, with horticulture, and the pruning of trees. In winter, and on rainy days, they are employed in platting straw, or making trellis-work, or breaking stones in sheds, and all of them are enabled to repair their own clothes. They also receive a course of instruction in the improvements which from time to time agriculture receives. Their instruction consists in reading, writing, calculation, drawing, orthography, and singing on Wilhelm's method. They receive all the information necessary to their condition of workmen, neither too much nor too little.

They are employed as follows, 1847:—

Labourers	395	Carpenters	12
Gardeners	50	Tailors	18
Wheelwrights	18	Shoemakers	12
Smiths	12	Masons	6
Blacksmiths	10	Ropemakers	8
Sabotiers	16	Sailmakers	3

The punishments consist of erasure from the table of honour; being kept in during the recreation hour; being set to useless work; bread and water; light cells; dark cells; and dismissal, i. e. being returned to the central houses. In some cases the colonists, acting as a jury, decree the punishment themselves, leaving the directors to mitigate it. The most effectual is that of the cells, to which the directors and the chaplain make frequent visits. "We should prefer blows," said one on coming out, "but the cell does us most good."

The chief reward is to be enrolled in the table of honour, which every one who has remained three months without punishment is entitled to. The religious arrangements are made in accordance with the strict ritual of the Romish Church, and the chaplain is forbidden by the rules ever to intercede for a remission of punishment. By this means hypocrisy is prevented. There is a singular admixture of religion and sentiment in much that is done, and an Englishman will smile with mingled feelings of respect to hear that "entre la Bonne Fierge et le buis de l'année quatre epingles au mur fixent Napoleon." The effect, however, seems to be most successful. In one of the houses a boy was forced by his companions to return a book he had received as a reward, because he subsequently misconducted himself. In another they demanded the expulsion of a colonist whose conduct had degraded the famille. When Lyons was overflowed, the boys voluntarily gave one of their meals to the sufferers, and one of them who refused, was compelled by the rest to eat his portion alone at the end of the table. The Abbé Fisseaux desired the boys to point out the three best; all eyes turned immediately towards the three most worthy. "Tell me," said he, "who is the worst?" Every eye was lowered, and a single boy advanced from the rest, and said in a whisper, "Monsieur, c'est moi." More than half the boys are inscribed on the table of honour, and some even for four and six times, who therefore have fallen under no punishment for 18 months.

The principle of all the amusements allowed is that they be in some way useful, either as teaching and enabling the boy to do good to others, or as developing and exercising his own bodily and mental powers. They are taught, therefore, to use the fire-engine, to swim, to save persons from drowning, and to use the remedies to recover them, to climb a mast, to handle the sails and rigging of a ship, &c., and in wet weather they are allowed the use of a lending library, and to play at chess and simple arithmetical games.

A few Quotations from "A Manual of Duty," published for the Use of the Colonists, may be acceptable, as shewing the style und spirit in which the Institution is conducted :—

At page 5 we read—"Puisque la propreté est nécessaire à la santé : lorsque cette toilette est faite, et que l'on est ainsi plus digne de parler à Dieu on remonte pour faire la prière, on chante les louanges du Seigneur, on lui demande de bénir les travaux de la journée. Après avoir terminé la prière à haute voix, le colon bien inspiré doit ajouter mentalement et avec ferveur celle-ci : 'Mon Dieu, faites moi la grâce de ne mériter aucune punition dans la journée, et de rendre quelques services à mes frères.'"

At page 7—"Cette marche doit se faire comme de vrais militaires, et non pas comme un troupeau de moutons."

At page 8—"La qualité des aliments est toujours bonne, et si par accident elle laissait à désirer un bon colon a le courage de ne pas l'exprimer, il fait des efforts pour trouver bon ce qui ne le serait pas, en pensant que beaucoup d'ouvriers consommés voudraient en avoir de semblables, et ensuite dans le but de ne faire punir ceux qui les ont préparés."

"Les jeux qui peuvent nuire sont défendus : rien n'est plus juste que de vous empêcher de vous faire mal, et de garantir les intérêts de la maison qui vous a reçus, et que vous devez aimer et soigner comme la votre."

"On enseigne aux colons à lire, à écrire, à compter, et à chanter Dieu et la Patrie. Honte aux colon qui n'aura pas profité de cet enseignement !

"On se couche et on s'en dort sous la protection divine, parce que Dieu bénit toujours celui qui a bien employé sa journée."

"Le colon doit fermer les yeux en faisant cette courte prière : 'Mon Dieu, je vous remercie d'avoir passé une bonne journée ; faites moi la grâce de bien dormir cette nuit, veuillez, ne pas m'oublier, ainsi que tous mes parents, amis et ennemis.'"

"A tous les repas les boulangers éprouvent la satisfaction de l'entendre dire ; n'est-ce pas une douce récompense pour eux, de voir des centaines de bouches qui mangent avec plaisir le produit de leur travail, en s'écriant joyeusement, 'Oh ! que le pain est bon.'"

"Dans un chef de famille le colon ne doit voir qu'un bon père que la colonie lui a créé tout exprès pour remplacer celui que la nature lui avait donné, et qu'il n'avait peut-être jamais connu : il doit placer dans ce père toute sa confiance, lui ouvrir son cœur, lui dire tout ce qu'il pense, lui faire connaître ce qui peut lui être utile, ne lui laisser ignorer aucun de ces besoins, aucune de ces souffrances. Lorsque le colon éprouve un chagrin, une peine, et qu'il en fait le dépôt dans le sein de son père, il se trouve soulagé d'un poids qui l'accablait, et son ami est heureux de le voir."

From the foundation of the Colony to the 1st January, 1850,—

528 children have been placed out.

105 in the year 1849.

Of these 528,

150 are in military service.

17 are married.

450 are of irreproachable conduct.

26 behave moderately.

6 have escaped notice.

46 relapsed into crime.

Of these 46, 33 are children from towns, 19 being from Paris.

That the number of those who relapse may not appear too great, it will be well to state the condition of their families.

Out of the 528,

44 are enfants trouvés.

46 have step-parents.

- 222 are entire orphans.
- 106 illegitimate.
- 18 whose parents live in concubinage.
- 142 are of families of bad antecedents.
- 77 have their parents in prison.

Out of the 45 who have relapsed, 10 have since conducted themselves well and 5 passably.

Of 1184 children received at Mettray from its foundation to the 1st January, 1850,

- 717 were completely ignorant.
- 270 had commenced reading.
- 143 knew how to read.
- 54 only knew how to write.

The greater number of these departed from Mettray knowing how to read, to write, and to cypher.

The disarrangement of the affairs of the nation seems to have had its effect upon the Institution at Mettray, and to have thrown heavier burdens upon its managers. And in regard to the expenses it will be sufficient to say, that on the 1st January, 1848, the maintenance of the establishment for the antecedent year only exceeded by 30,000 francs the actual receipts for the labour performed in the Institution.

Such is Mettray, an institution of which France may be proud to have produced men who could originate it. "Messieurs," said the minister of instruction to its directors, "Je ne vous hne pas, car vos services ne sont pas gratuites : vous êtes payés de vos œuvres par vos œuvres mêmes, par leur réalisation, par leur succès."

I would conclude this account in the words of M. Cochin :—"Celui qui écrit ces lignes serait vraiment heureux s'il pouvait inspirer à quelques-unes de ses lecteurs le désir de soutenir Mettray, ou seulement de le visiter : car qui l'a visité ne peut s'empêcher de le soutenir." And I am happy to bear testimony to the fact, that "On ne saurait y passer quelques heures sans éprouver les plus nobles, les plus délicieuses impressions."

It is some satisfaction to think there is no occasion to cross the Channel to experience the noble impressions above referred to. There is an English Mettray at Red Hill, in Surrey, whose system is accommodated to our habits and our religion, in which the Saviour occupies the place of the Virgin, Duty the name of Honour, and the Queen the position of Napoleon. May such charitable work succeed ; may our Mettray produce like results with theirs. It is supported by voluntary contributions. Let not the British public fall under the condemnation of the following passage : "Que d'œuvres utiles ont échoué faute d'hommes qui veuillent d'avance se confier à leur avenir ! Lorsque la charité fatiguée de ses saintes inopportunités l'opinion publique celle-ci répond : Réussissez et je vous soutiendrai. En vain la charité s'écrie soutenez moi et je réussirai : trop souvent elle échoue dans cette éternel cercle vicieux."

There are people who will mock at enthusiasm on this subject ; to whom "Tout ce qui est œuvre de dévouement leur paraît suspect, tout ce qui est œuvre de charité leur paraît hypocrite, tout projet un rêve, toute action une comédie. Ils aiment, cette erreur qu'ils nomment sagesse, et préfèrent se tromper dix fois que d'être trompés une seule." Such people have to learn, "Ce ne sont pas les grandes dépenses qu'il faut craindre, mais les dépenses folles. Il y a certains sacrifices qui s'enrichissent."

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TABULATED REPORTS, in detail, for Year 1850, on Schools inspected by Rev. M. MITCHELL, H. M. Inspector of Schools, &c.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organisation. 7. Special.	4. Instruction and Discipline. 7. Special.
1. Chelmsford (Victoria). Girls.	1849. 1 Nov.	133	40	46	120	1. Good. 2. A few more black boards are needed. 3. Seven classes. 4. Good. 5. Usual. 6. Very favourable. 7. I think about the best girls' school I ever saw: very actively done. 1 suggested a few alterations, and more parallel desks. The Irish books might be advantageously introduced. 3. Four classes. 6. Seems devoid of system. 7. The present school fittings are so imperfect it is impossible to conduct a school fairly with such arrangements. More than 20 boys came into school a good half-hour after it had commenced.	1. Inferior. 3. Four classes. 4. Fair. 5. Usual. 6. Seems a nice person. 7. Parallel desks are ordered. The funds are very low. Not enough slates in either school.		
2. Springfield. Boys. Girls.	2 Nov. ,,	69 76	19 10	31 23	57 68				
3. Walthamstow. Boys. Girls.	6 Nov. ,,	71 57	18 .	31 .	73 .	1. Parallel and gallery. 2. Good. 3. Three classes. 4. Good. 5. Usual. 6. Fair. 7. A good school and well done in all but the desks. None of the girls are equal to the requirements of pupil-teachers. In respect to neatness and disciplining the girls are very good. Their Scripture knowledge is excellent, but their acquaintance with other secular subjects is fully moderate. It is a school likely to be improved by the inspection, and may be encouraged to hope for pupil-teachers in May or June.			
4. Halstead. Mixed. Boys.	20 Nov.	141	79	87	121	1. Fair, and good rooms. 2. Want more secular books, and slates. 3. Six classes, in parallel desks. 4. Fair. 5. Battered. The spelling is not good. 6. Of average capacity. 7. The master has been here only a year. It is a mixed school, and consists mostly of very young children; has a nice tone, and is in a very improving state.			
5. Ipswich (St. Clements). Infants Boys.	21 Nov. 22 Nov.	90 89	95 89	93 114	88 130	1. Fair. Parallel. 2. Sufficient. 3. Three—in squares. 4. Fair. 5. Usual. 6. Favourable, but must put a little more life into her teaching. 7. Very good room. This master's papers are only moderate. 1. Desks good. 2. Forms and benches not so. 3. Irish enough from grant. 4. Ordinary. 5. Ordinary. 6. Favourable. 7. The writing on slates is too small, and the spelling in dictation is not very good, but the children are very young, and the numbers fluctuate in a very extraordinary manner.			
6. Ipswich (St. Matthew's). Boys.	23 Nov.	85	46	63	78	1. Parallel, and in squares—good. 2. Fair. 3. Four classes in squares. 4. Fair. 5. Usual. 6. Rather wanting discipline, and apparently in energy. 7. Very young mostly. 1. Good, but want parallel desks. 2. Good. 3. Six classes. 4. Good. 6. Favourable. 7. The fluctuation of the scholars is very great.			
7. Ipswich (St. Peter's). Girls & Infants.	26 Nov. ,,	117 264	33 56	82 130	119 238	The master is equal to the work. The school is very good. 1. In squares. 2. Good. 4. Good. 6. Very favourable. 7. A very nice school. Girls and Infants mixed, and very well done.			

8. Halesworth. Boys' . . .	23 Nov.	30	40	51	77	1. Round the room and in squares. 2. Fair. 3. Four classes. 4. Fair. 5. Usual. 6. Untrained. 7. Boys quite an agricultural school.
Girls' . . .	"	59	"	"	59	The girls' mistress has been in training a year at the Home and Colonial, and passed an examination at September, and she seems fitted to have pupil teachers.
Infants' . . .	23 Nov.	100	"	"	110	The infant mistress is a nice person, and I think fairly fitted for pupil teachers.
Boys' . . .	23 Nov.	66	27	25	59	1. Awkwardly fixed; recommended parallel, which Committee do not feel inclined to adopt. 3. Four classes. 4. Good. 5. Usual. 6. Fair. 7. The school is well looked after by Mr. Scott, the Secretary.
10. Norwich. Model Girls' . . .	20 Nov.	176	128	118	190	1. Some parallel, but mostly in squares. 2. Good. 3. In two rooms; eight classes in squares. 4. Good. 5. Usual. 6. Very Good. 7. The books are too hard; the classes too large. The echo is distasteful.
Ditto Boys' . . .	3 Dec.	166	93	96	180	1. In squares and should be altered. 2. Too difficult. 3. Seven classes. 4. Good. 5. Usual; chiefly national system. 6. I do not think him equal to the position he holds here, though he seems a very estimable man. His qualifications are not sufficient for a Model establishment. 7. It is the Model School of Norfolk, and should be, and is to be, better fitted up.
11. Aylsham. Mixed . . .	5 Dec.	85	"	"	83	1. Good. 2. Good. 3. Five classes. 4. Bad. 5. Note. 6. Incompetent. 7. One master has left, and another been appointed in his place totally incompetent; so difficult is it to obtain masters.
12. Rougham. Mixed . . .	6 Dec.	46	8	15	38	To be reported of more favourably next year.
13. Saffron Walden. Boys' . . .	7 Dec.	77	13	30	80	1. Good, but wrongly measured; the parallel desks too wide; recommend an alteration. 2. Enough. 3. Five classes. 4. Good. 5. Battersea. 6. Favourable. 7. The children are mostly of agricultural parents.
14. Lynn, (All Saints') Boys' . . .	13 Dec.	92	57	177	97	1. Imperfect. 2. Imperfect. 3. In squares. 4. Fair. 5. Usual. 6. Fair. 7. The children are increasing in number.
Girls' . . .	"	47	35	40	45	1. Imperfect. 2. Not enough. 4. Fair. 6. Fair.
15. Great Ryburgh. Mixed . . .	19 Dec.	99	20	35	100	1. Want parallel desks. 2. Not enough apparatus. 3. Four classes in parallel rows. 4. Fair. 6. Favourable. 7. The relation is imperfect. They are nice children.
16. Souththorpe. Mixed . . .	20 Dec.	61	23	16	53	1. Round the room and the classes in parallel lines. 3. Four classes. 4. Imperfect. 5. Usual. 6. Is a man with small power of school keeping. 7. A mixed village school.
17. Fakenham. Boys' . . .	21 Dec.	96	25	70	105	1. Round the room and in squares. 2. Fair. 4. Imperfect. 6. Teaches fairly but wildly, without awakening the attention of his boys. 7. There is great want of discipline order, and system. It seems many of the children have been lately introduced. The progress of the boys is not what it ought to be with two pupil teachers.
Girls' . . .	"	63	"	"	70	1. Round the room and in parallel lines. 2. Good. 4. Moderate. 5. None. 6. Has little teaching power; but is respectable. 7. The building is excellent.
18. Aldeburgh. Boys' . . .	9 Jan.	74	9	30	88	1. To be altered to parallel ones. 2. Fair. 3. Six classes in squares. 4. Imperfect. 6. Fair, not very active. 7. Too many infants and too much noise. The discipline is defective in the fixed forms in squares.
Girls' . . .	"	84	"	"	64	1. The desks are round the room, and the classes in squares. 2. Enough, but does not understand cyphering and is defective in discipline. 7. There are too many infants, as there are no infant schools.
19. Benhall. Mixed . . .	10 Jan.	47	13	18	46	1. Fair; round the room in squares. 2. Good. 4. Four classes, mixed school—boys and girls. 4. Moderate. 6. He is defective as a teacher and in discipline.
20. Westleton. Boys' . . .	11 Jan.	38	5	15	40	The master nor the mistress was in the school at 4 past nine by their own clock, which is twenty minutes behind the railway time. The attendance of the children is very irregular. The discipline is imperfect, and both master and mistress want the aid and energy of the instructor. The instructor is of the most moderate character.
Girls' . . .	"	46	6	17	45	1. Round the room and in squares. 3. Four classes in squares. 4. Fair. 5. Usual. 6. Fair. 7. Only been established two years.
21. Alburgh. Mixed . . .	14 Jan.	50	13	8	45	
22. Hock wold-cum-Wilton. Mixed . . .	15 Jan.	107	36	33	100	It seems a very nice school for a village, with much pains taken. The master, formerly a watchmaker, has not much idea of discipline, but is improving. His farm was ranged in squares; the instruction generally is moderate, but perhaps as good as in the present state of education is to be expected in so agricultural a place.

TABLED REPORTS, in detail, for Year 1850, on Schools inspected by Rev. M. Mitchell, H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.			GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organization. 7. Special. 4. Instruction and Discipline.
23. Hilray . . . Mixed.	1850 16 Jan.	68	63	52	88	Mixed school. The master rather untidy in person. The school is better than might have been expected from its circumstances, and in some subjects the instruction is fair. There is great want of books and apparatus, but the funds are very low.		
24. Hilray, 10 Mile Bank . . . Mixed.	" "	23	"	"	"	This school is in a hamlet and held in a new chapel. The discipline is imperfect. The master has never been trained. Books and apparatus are needed. The 3 or 4 of this first class are fairly instructed.		
25. Southery Boys'	" "	60	26	27	61	The boys and girls are in the same room, at each end. The schools are very inferior. The teacher is incompetent. Books and apparatus are both defective.		
26. Downham Market Girls'	" "	35	37	33	53	The tone of the school and the master is altogether defective. I recommended a good-mistress instead.		
27. Ructon and Holme Mixed.	17 Jan.	65	"	"	"	Indifferent schools. The instruction is of the most meagre kind. The discipline is imperfect. Books and apparatus are wanting. The master's appearance and manner, and untidiness of person, give an unfavourable idea of his management. He was not in the school when I arrived. The funds are very low.		
28. Fincham . . . Mixed.	" "	46	"	"	90	The school is a very nice country school. The master fairly intelligent and the children fairly instructed. It is evidently well looked after. The religious instruction needs more attention. The sewing is fair. It is supported chiefly by the weekly offertory.		
29. West Winch . . .	21 Jan.	62	"	116	"	Looked over the accounts, which are all correct. The building seems to be substantially executed and is pretty. There is a good playground with swing, &c. The fittings of the school are not yet complete. The desks are to the wall. They should be parallel. There is a good supply of books and maps; not hung up. The ciphering is fair for the sort of school. The dictation spelling not good. Geography elemental. It is a nice school and useful to the place.		
30. Clenchington.	22 Jan.	39	22	17	46	The master and his wife had the school at Bridgenorth, in 1848. A nice little village school under a mistress untrained. The tone is good, but the instruction only moderate. There are several of the children of better-class people. No attempt is made at discipline. The mistress seems a nice person, and has received a better education than is common in such a situation.		
31. West Walton.	23 Jan.	50	13	25	36	This school is kept by a superannuated clerk, who has little idea of his business as schoolmaster; his daughter is a nice person. There is no discipline or system. They seem nice children, but the instruction is imperfect; the attendance is very irregular.		
32. Tilney All Saints. Mixed.	24 Jan.	91	16	46	80	This is a mixed school under a Battersea master and his wife trained at Salisbury; the instruction is very moderate. The clergyman pays much attention to it—the tone of the children, is good.		
33. Tilney All Saints. Mixed.	25 Jan.	97	66	60	110	A fair schoolmaster, a good disciplinarian, but not much instructed; the knowledge imparted is not great; they are fairly acquainted with Scripture, and as a grant of books has been lately made, I have no doubt the school will ultimately improve.		

33. Terrington St. Clements. . . . Boys' . . .	25 Jan.	80	80	<p>The discipline is imperfect and the instruction is very moderate. The master seems active and willing, but the fittings up are so inferior as to impede improvement. The tone of the school is rather rough: the report I hope may be more favourable next year. The ventilation is very imperfect.</p>
34. Wiggenhall St. Magdalen. . . . Boys' . . .	28 Jan.	32	32	<p>The schools seem miserably conducted by inefficient teachers, a man and wife. Books and apparatus are wanting. There is no instruction, system, or order.</p>
35. Marham. . . . Mixed . . .	29 Jan.	27	35	<p>It is a mixed school under a master and mistress his wife. The children are neat and well behaved, but the instruction is imperfect. The master has been here two years and has no system. There is a great deficiency of books and maps. The desks are round the room, which is divided by a partition. The children say the catechism, but are very imperfect in Scripture knowledge as well as other subjects.</p>
36. West Bilney and Penny. . . . Mixed . . .	30 Jan.	55	60	<p>The master is entirely superannuated; the school is very inferior. A good infant mistress would be a better arrangement. The funds are very low and the parish very agricultural. The floor and the fittings are worn out. They seem nice children, but not intelligent and even the Scripture knowledge is defective.</p>
37. East Winch. . . .	"	37	2	<p>A sort of dame school in which little more than just reading and Scripture is attempted. The children are very young. The building is in good repair. The mistress seems a motherly sort of woman. There are no secular books, nor maps. They are nice children.</p>
38. Great Massingham. . . . Mixed . . .	31 Jan.	29	9 11	<p>This is a school built by aid of Treasury Grant. It is the old endowed school of the parish; the clergyman objects to official inspection. It is conducted on the old village plan, without system or order. The reading is fair; the arithmetic deficient, but the writing is excellent, and some account-books are well and neatly executed. This is mostly the case in such schools. The children are chiefly of tradespeople and farmers.</p>
39. Harpley. . . . Mixed . . .	1 Feb.	44	1 6	<p>A mere village dame school. The children are well behaved and with a nice master, and the tone is good. The instruction, however, is not advanced. There is a deficiency of books. No geography is attempted, and the ciphering is very imperfect. The circular system is followed.</p>
40. Lynn, St. John's. . . . Boys' . . .	"	67	7 63	<p>1. Parallel and in square—good. 2. Irish. 3. Six classes—too many. 4. Fair and mild. 5. Usual. 6. Favourable, a little wanting in life. 7. Once a methodist chapel. Nice boys and respectable.</p>
41. Outwell. . . . Mixed . . .	Feb. 5	68	14 41	<p>The building is damp. The walls in parts want pointing, the rooms are lighted by skylights chiefly, and are cheerful. The play-ground is in an unfinished state. The master has had the parallel desks altered, and they are now round the room, and the forms fixed in squares and very convenient. It has been open only a year. The instruction is very moderate. The boys and girls are in same room under the master and the mistress his wife. There has been a grant of books from Privy Council. They know the catechism, but are very imperfect in Scripture. The master seems to have little teaching power, and to be a little wanting in energy. He is respectable in appearance; the children are very irregular.</p>
42. Littleport. Boys' . . .	6 Feb.	99	63 61	<p>The buildings are excellent, including a master's house. The interior fittings up are very good, but most inconvenient—the long parallel desks in each room and the rest in small squares; it is impossible to teach in such classes. The subjects of instruction are very limited and the intelligence of the children is small; there are no maps and the Irish books have been only lately introduced. The master seems an average man and respectable in appearance.</p>
Girls' . . .	"	86	27 64	<p>The mistress has not physical force for so large a school; she seems defective in manner, though respectable in appearance. She wants a sympathetic spirit with her children. Pupil teachers are needed. The schools have been opened two years—more ought to have been done in the time. Their Scripture knowledge is imperfect.</p>
43. Coreney. . . . Mix d . . .	8 Feb.	36	32 12	<p>It is a small dame village school, wanting in method and apparatus and books.</p>
44. Doddington. Mixed . . .	11 Feb.	86	"	<p>The boys and girls are in the same room under a master and mistress, and with a partition between them. Neither teacher has the least idea of school-keeping, and there is consequently no discipline at all. The master has been here 40 years and never was trained. The school is a complete nullity, except that the writing in copy-books is fair. The girls are better taught in Scripture. The ciphering at either school is merely a name.</p>

TABLED REPORTS, in detail, for Year 1850, on Schools inspected by Rev. M. Mitchell, H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.				
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	
										5. Methods.	6. Master and Mistress.	7. Special.
45. Wimlington. Boys' . . Girls' . .	1850 12 Feb. " "	40 32 "	• • "	• • "	43 30 "					It seems to be an endowed school, under a master and mistress, man and wife. The master is totally incompetent. The mistress is more equal to the work. The instruction in the boys' school is inferior. It is better in the girls—the first class of whom read fairly, and write and work the ordinary rules of ciphering decently. The tone of the school is very imperfect. The arrangements of desks and furniture primitive and inconvenient. The Scripture knowledge is indifferent, but the girls are best. There is no general intelligence.
46. Thorney Abbey. Boys' . .	13 Feb.	92	37	22	103					1. Inconvenient, but good as respects material. 2. McCulloch's reading book. 3. Five classes (two in parallel desks, the rest in squares. There is too much apparatus, so as to clog the room. 4. Felt. 5. Batterssea. 6. His manner is against him; he seems to work hard. 7. The school-room is inconveniently arranged for teaching. The gallery is too high. There are curtains to divide the room into three divisions. There are three pupil-teachers and an assistant. The books are too hard, and the teaching is not lively enough. Scripture knowledge fair.
47. Whittlesea. Boys' . * . .	14 Feb.	137	65	38	133					The boys' school is in the old infant school, the fittings are very imperfect. The apparatus and books are defective. The master suffers under ill health, and has not physical strength to manage so large a number, and there are no monitors. The school diminishes to 60 in the summer time, as the children go to work. They are mostly young. The discipline is imperfect. There is a sort of gallery and desks on it, and the forms are in squares, fixed and inconvenient. Recommend Irish books and better apparatus. It is hoped new schools may be built, as there is increased desire to obtain education among the working classes here.
48. Coates. . . Mixed .	14 Feb.	78	•	•	70					A nice small village school mixed, in which the requirements are not great and the books used are too hard. The ventilation is imperfect, the roof being too low and the windows too small. The benches are fixed in squares, and are inconvenient. Very little ciphering is taught, and the writing is only indifferent. The children are mostly here in winter; in summer most of them work in gangs, very injurious to their morals and their discipline. They are, however, nice children and the school has the tone peculiar to mixed schools, and owes much to the clergyman.
49. Sandground Mixed .	15 Feb.	64	•	•	58					A nice small village school mixed, boys under ten years. Mistress not much school art, but respectable in appearance. Instruction limited, tone fair. The classes are in squares, and desks round the room. The building is nicely done, but the windows are too small. The children are very neat without much intelligence. They know the catechism, but not much of the Scriptures. The brick floor is very damp.
50. Farce t . . Mixed .	18 Feb.	95	29	40	85					It is a nice room; rather too many children for the size of it. The master is without system. A good mistress would be better. The writing is very inferior; the discipline defective. Geography is a mere name; grammar equally so. They are neat in person. They are very irregular in attendance.
51. Yaxley . . Boys' . Girls' . .	" " " "	61 68	• •	• •	59 61					Very nice building; the ground about it is not yet properly enclosed or laid out. There is sufficient space for an infant school and house for the teacher. The master is from Batterssea, and has certificates; the school has much improved under his care. The girls are taught in the morning by the master, and in the afternoon sewing by a homely good sort of body of the old school. They are bright and intelligent children. The building is only about 5 feet long. The Catechism is only imperfectly fitted with parallel desks; 4 deep, and too short, being only about 5 feet long. The Catechism is only imperfectly learnt. They have the Irish books; but hardly sufficient maps, and the geography is only a name.

16	1		Mistress a respectable person, but no teacher. Want books and apparatus. The building is in good repair. An Infant school would answer better. The children did not even know the Catechism, and their Scriptural knowledge is very imperfect.
33	3	Glatton. • Mixed.	Held in an aisle of the church. Under a master, seven years pupil-teacher at Norwood, rather deficient in manner. They are intelligent and fairly taught children. It is well supplied with books. The fittings are very imperfect, and in fact new schools are needed. The floor is of brick. The Scripture knowledge and Catechism are good.
23		Whitlasea. Girls. • 20 Feb.	The mistress is too young, and has not physical force for so large a school. Just opened in a beautiful building. Everything at present is in its infancy. The discipline is defective. The apparatus not well chosen. They are lively children, and altogether the school will improve. I recommended a list of books.
54	61	Sawtry, All Saints.	Master and mistress are man and wife, both incompetent. No discipline and very little instruction. Even Scripture knowledge imperfect. Apparatus and books are needed, but nothing can be done with such teachers.
63	63	Boys. • 21 Feb.	A nice small school in a village. Particularly neat and clean-looking children; very orderly and quiet, and of fair average village intellectual attainments. They read very well. Write fairly. The elder girls do some cyphering. The building is good, and Scripture knowledge fair.
55	33	Conington Mixed. • •	A very small village school without any pretensions to more than simple reading and writing the name. The mistress is a domestic in the clergyman's family, who has himself entirely to support the school. They are neat and clean in person and well ordered. The room seems in need of repair, but a little painting is necessary.
56	33	Thurning. Mixed. • 22 Feb.	It is a nice little country village school in which not much is attempted. They are very clean and neat, and well behaved, and the school is doubtless very useful in the place. The mistress seems a nice person, neat and tidy. They read very well. Scripture knowledge fair.
57	19	Steeple Gidding. Mixed. • •	A small village school, mostly infants and girls. Mistress respectable. The acquisitions are not extensive. The Scriptural knowledge is only moderate. There is a small gallery. The extra expenses are supplied by the clergyman. They want slates. There are enough maps.
58	43	Old Weston. Mixed. • 23 Feb.	1. Parallel and good. 2. History of England and Second Book; want slates for lower classes. 4. Imperfect. 5. The old systems are followed. 6. Examines from a book. No system. 7-30 are dressed in green coats, breeches, and caps, and stockings. 20 have no clothes from the trustees. The school has been newly built, well done; open only a year.
59	42	Huntingdon. Boys. • 23 Feb.	Want slates and black board. Fair rooms. Books are too hard. Mistress inefficient in teaching power and discipline. The village is very out of the way, and occupied by a rude population. It is to be hoped the school may eventually improve them.
60	44	Catworth. Mixed. • 26 Feb.	A small village school. No cyphering taught. They read fairly, and just write their names. They say the Catechism, without much knowledge of the Scripture. Are very nice and neat in appearance. Most of them were infants, and the instruction is intelligent not great. The tone, however, of the school is to be commended. The mistress is a well conducted person, without much knowledge.
45	45	Spaldwick. • • •	The mistress is confined with a coming baby. The school is under a temporary assistant. The knowledge is very limited, and books and apparatus are needed to make it efficient. They are nice neat children. The room is very neat. Bibles are the only books used. They say the Catechism, but their knowledge of the Scripture is very imperfect. The instruction is very moderate. The children are mere infants. The mistress is a nice person, but has hardly physical power enough. There is a want of simple reading books. The children are neat and cheerful looking.
		Great Stukeley. Mixed. • 27 Feb.	A nice small village mixed school, under a dame. They are neat and clean in appearance, and fairly intelligent. Scripture knowledge is good. The diction moderate. Reading, fair. Mistress a good specimen of the dame, neat and authoritative, without much of literary attainments. The room is hung round with the Scripture prints of the Religious Lithographic Society in Regent-street.
	57	Alconbury. Mixed. •	It is a mere infant school. Not much is taught. The children and mistress are both very neat and well behaved. Books and apparatus seem to be wanting. Mistress has small knowledge of teaching. Arithmetic almost a name.
	29	Abbots Ripton. Mixed. •	
		Kings Ripton. Mi	

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		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organization. 4. Instruction and Discipline. 7. Special.
66. Broughton . Mixed .	1850 1 Mar.	32	.	.	20	The master has been here for five weeks. The school is totally unprovided with books and apparatus. The room is in a very dilapidated state. The children are mere infants. The master is very young looking and has little knowledge of school-keeping. It should be an infant school under a mistress. The children are fairly neat. A nice small village school, young children, neat in appearance and intelligent looking; the cyphering and geography are mere names; want cards for reading. Room neat—mistress a respectable young person and intelligent. She lives in the clergyman's house. There is a neat young assistant. On the whole the influence of the school seems to warrant the observation of the churchwarden that "it is a great blessing to the parish and does much good." The mistress has been only three months here. Scripture and catechism good. 1. Parallel desks inconvenient. 2. Good—by grant. 3. In square classes. 4. Fair. 5. Usual. 6. Untrained. 7. There have been three changes of master in the year. 1. Parallel desks awkward. 2. Want maps. 3. Six classes in squares. 4. Fair. 5. Usual. 6. Favourable; a good and well behaved and intelligent.		
67. Wislow . . Mixed .	1 Mar.	38	.	.	53			
68. Barnwell . Boys' .	4 Mar.	141	189	154	135	1. Good in material—Desks awkward. 2. Good. 3. Four classes, in two divisions each, in squares. 4. Good. 5. Usual. 6. Favourable; a good sensible man; has a certificate. 7. The desks are inconvenient. There is a dreadful echo. 1. Good; but desks too large. 2. Good. 3. Six classes in squares. 4. Fair. 5. Usual. 6. Not enough energy. 7. The mistress has been here only three months. The arithmetic is very deficient.		
69. Cambridge, St. Paul Eggs' .	6 Mar.	146	47	82	150			
70. Trumpington. Mixed .	6 Mar.	36	40	49	94	1. Fair. 2. Fair. 3. In square classes. 4. Fair. 5. Usual. 6. He teaches fairly according to the capacity of the children. 7. A nice village mixed school of mostly young children, neat, clean, and fairly intelligent. They learn several pieces by heart. The room itself is very nice and neat. A grant of books has been made, but is not yet received. 1. Old, and it should be refitted. 2. Too hard. 3. Six classes in squares. 4. Fair. 5. Old. 6. Is a respectable person. 7. The school-room is only half-filled.		
71. Cambridge, King Street . . Girls' .	12 Mar.	84	82	57	85			
72. Dugford . . Mixed .	12 Mar.	89	23	31	87	1. Good. 2. Good. 3. Six classes; a mixed school taught by a master and mistress. 4. Good. 5. Usual. 6. The master fair; a little more he would be an advantage. The mistress is a nice person, and the class under her care is successfully conducted. 7. The reading is good. They are very slow in working cyphering. The second class work a little in the four compound rules. It is a very neat school and very nice children. 1. Good, too large. 2. Rather hard. 3. Four classes. 4. Fair. 5. Usual. The writing is deficient. 6. His teaching is heavy. 7. Master, pupil-teacher, and two assistants, are too large a staff. The school is improved since last inspection. 1. Good as respects appearance, but too large. 2. Rather too hard. 3. Three classes. 4. Fair. 5. Usual. The writing is deficient. 6. Fair as regards respectability, but I should fear no great teacher. 7. They are neat and clean.		
73. Chesterford Boys' .	13 Mar.	59	5	20	58			
Girls' .	13 Mar.	52	3	10	60			

74. Linton . . . Mixed .	14 Mar. 129	20	30	140	A mistress and two assistants and a pupil-teacher are too large a staff for the school. They are afraid of attempting too much.
75. Toft and Caldecote Mixed .	18 Mar. 77	9	10	63	1. Moderate, but sufficient. 2. Fair. 3. Four classes in one school, in parallel lines; two in the other, under his wife. 4. Moderate. 5. Usual. 7. It is a school in a country village under a man untrained, and his wife for the little ones. The children are fairly neat in appearance.
76. Over . . . Boys .	19 Mar. 55	10	11	56	1. Round the room and in squares. 2. Usual. 6. Though deficient in school tact and management, is a respectable and nice person, and with a little more confidence would do very well.
77. Swasey . Boys .	20 Mar. 59	14	20	80	1. In squares. 2. Moderate. 3. Four classes. 4. Moderate. 5. Moderate. 6. Moderate. 7. The children are very irregular; 16½ bushels of stones have been picked by them off the land to make the roads with, at 1½d. per bushel, in the last fortnight.
78. Swasey . Boys .	20 Mar. 59	14	20	80	1. Awkward, gallery of parallel desks. 2. Good. 3. In square classes and too many. 4. Moderate. 5. Usual. 6. He has not the power of discipline.
79. Comberton . Mixed .	21 Mar. 44	1	13	•	1. Awkward parallel desks. 2. Good. 3. Four classes. 4. Good. 5. Usual. 6. Favourable. 7. Nice school, but not very intelligent.
79. Coton . . . Mixed .	22 Mar. 41	6	9	35	A mistress unfit to be even a pupil-teacher. In twenty-three lines of writing she has made fifteen false spellings. Children are neat.
80. Ashdon . . Boys .	23 Mar. 60	•	20	•	A nice neat small mixed village school; the children are neat and clean, and well behaved, and the mistress seems a nice young person with hardly enough energy. It is quite as good as can be expected in so small a place; a few more reading books would be desirable. The building is very good.
81. Saffron Walden .	27 Mar. 94	16	40	90	1. Fair. 2. Fair. 3. Five classes in parallel desks. 4. Fair. 5. Battersea. 6. Fair. 7. Improving and improved.
82. Saffron Walden .	27 Mar. 57	14	20	71	1. Moderate. 2. Moderate. 3. Four classes. 4. Fair. 6. Moderate. 7. Some of the girls are clothed.
83. Thorney Abbey .	29 Mar. 104	•	62	55	1. Fair. 2. Good. 3. Four classes. 4. Fair. 6. A good sort of person. 7. It is a nice school.
84. Wisbeach . Boys .	21 Apr. 191	65	65	130	The mistress is a little deaf. The noise in the school is intolerable and the order very defective. They are nice children. The brick floor is miserably cold, and I am certain must be very injurious to the health of the children.
85. Wichford . Mixed .	25 Apr. 67	•	81	63	1. Good. 2. Irish, and apparatus good. 3. Fair. 4. Fair. 6. Fair. 5. Sessional School 1 Edinburgh, 6. Favourable. 7. A very nice school.
86. Haddenham Girls .	26 Apr. 64	5	20	60	1. Round the room and in parallel lines. 2. The building has been made over to the churchwardens, and the next term; married before he could read or write. 7. The building has been made over to the churchwardens, and the next term; and the clergyman intends to raise the roof and increase the accommodation. They are nice children.
87. Ely . . . Boys .	29 Apr. 155	61	65	122	1. Moderate. 2. Fair. 3. Four classes. 4. Good. 6. Fairly respectable. 7. A very nice country school.
88. Impington . Mixed .	1 May 13	•	•	•	1. Parallel by grant. 2. They find their own books. 3. The apparatus is very complete. 3. In six classes in parallel desks divided by curtains and very good. 4. Is excellent, perhaps too quiet. 5. The dictation is much improved, but still they spell very imperfectly. Reading is improved. The cyphering is in a progressive state—not yet much advanced. 7. It has all been re-arranged very nicely and great improvement has resulted from the changes. The boys look quite different now, and give great promise of its being a good school soon.
89. Fen Ditton . Mixed .	2 May 37	2	11	35	Being May-day the children were mostly absent. Those present were in person and neat. The school is a nice room with parallel desks much too large. The place is a mere village. The mistress is neat in person and the whole is a specimen of a fair dame school.
90. Honington . Mixed .	•	23	4	21	There are great difficulties in the funds and in procuring teachers. Most of the children are very young. The master and mistress too young to be very efficient—are brother and sister. The instruction is of a very moderate order. There is a gallery at one end.
	•	•	•	•	Very nice buildings. The master a respectable man, would be improved by training. The desks are very awkwardly placed, and there is want of books and apparatus. The children are mostly very young, as they go out to work at a very early age, there is a good house.

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		Present at Examination.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.
		Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	5. Methods.	6. Master and Mistress.	7. Special.	
91. Chesterton . Boys' Girls' .	1350 3 May "	37 6	2 12	35 53	The boys go out to work very early. The master was an old serjeant of the 67th, and has a good service medal. The discipline is very defective. There are no secular books and very few others; slaves are wanted. There are no maps. Most of the children are very young. The benches are fixed in squares very awkwardly. Both schools are together. A change of master and mistress is to take place in a month. The salary is very small. The mistress is inefficient.	Organization.	4. Instruction and Discipline.	
92. St. Ives . Boys' Girls' .	6 May	78 117	36 62	80 103	1. Fair. 2. Fair. 3. Four classes. 4. Moderate. 5. Usual. 6. He is a respectable, but not systematic man. Too much occupied in trifles. 7. They are excellent schools as respects behavious.	Books and Apparatus.	3. Organization.	
93. Woodhurst . Mixed .	7 May	32 32	13 12	40 40	1. Fair. 2. Fair. 3. Four classes. 4. Moderate. 5. Usual. 6. He is a respectable, but not systematic man. Too much occupied in trifles. 7. They are excellent schools as respects behavious.	Books and Apparatus.	3. Organization.	
94. Warboys . Mixed .	9 May	35 4	40 4	45 45	The master is a halfbred desk man and does his work fairly. The school-room is imperfect, but new ones are a out to be built. Grammar is not taught, but the mistress is wise.	Books and Apparatus.	3. Organization.	
95. Fen Stanton . Boys' Girls' .	10 May "	68 32	50 32	70 50	The infant school is fairly worked, but the mistress is wise.	Books and Apparatus.	3. Organization.	
96. Elsworth . Mixed .	13 May	54 14	22 38	38 54	The boys school is out just now, but the mistress is wise.	Books and Apparatus.	3. Organization.	
97. Yelling . . Mixed .	" "	35 41	18 7	60 30	The infant school is out just now, but the mistress is wise.	Books and Apparatus.	3. Organization.	
98. St. Neots . Girls' Infants' .	14 May "	47 68	21 42	45 70	The infant school is out just now, but the mistress is wise.	Books and Apparatus.	3. Organization.	
99. Offord Clunv. . Mixed .	15 May	38 38	38 38	38 38	The infant school is out just now, but the mistress is wise.	Books and Apparatus.	3. Organization.	
100. Abbotsey . Mixed .	16 May	40 40	40 40	40 40	The infant school is out just now, but the mistress is wise.	Books and Apparatus.	3. Organization.	
101. Little Gausden . Mixed .	"	64 20	28 00	00 28	The infant school is out just now, but the mistress is wise.	Books and Apparatus.	3. Organization.	

102. Gamlingay.	Boys' .	47	8	30	56	The buildings are very good; and they are fine children. The master and mistress, man and wife, are not at all competent to their work; and the discipline is very imperfect. The acquisitions are very moderate, in fact it is only a commencement of speaking ground. The children are mere infants. There seem to be maps, &c. sufficient. The geography and music is only an attempt.
103. Cambridge, King's street.	Girls' .	49	12	20	43	It is a good large room; but with a brick floor lately washed and very damp. The master has been here 2½ years, and never was sufficiently trained. His children are very fine ones. There is a want of small books.
104. Great Waltham.	Boys' .	63	37	43	130	1. Parallel and good. 2. Good. 3. In squares. 4. Not very good. More attention should be paid to it. 6. He has a dissatisfied air. 7. Very nice rooms. The children are all very good, and not very regular in attendance. A certificate master is thrown away here. It would be better for the school itself to have a master as a teacher. Next children under too young a mistress, and I think more might be successfully attempted. In my opinion this and the boys' school ought to be united in one, and under a good mistress would do a great deal more good than with the present arrangement, at much less expense.
105. Kelvedon Hatch and Dodinghams.	Mixed.	69	5	105	60	A very nice small village country school, under an able and promising young master. A very good tone is observed amongst the children, and the improvement in manners and intellect is said to be extraordinary. The rooms are inconvenient, and the books and apparatus might be increased with advantage.
106. Peering . Mixed.	Boys' .	54	8	13	50	1. Good, though the desks are to the wall. 2. They want slates. 3. Four classes. 4. Good. 5. Usual. 7. The buildings are particularly good, and the children very neat and well conducted. The clergyman agrees in my opinion that the master's work is unsatisfactory.
107. Kelvedon.	Boys' .	40	•	•	34	1. Moderate. 2. More might be usefully introduced. 3. Four classes. 4. Fair. 6. Usual. 6. A good man, but rather slow in his movements as a schoolmaster. 7. A nice small village school, nice children, but very young mostly.
108. Witham.	Boys' .	90	19	39	80	3. Four classes. 4. Moderate. 5. Usual. 7. It seems a nice small well-conducted school, neat and well behaved children.
109. Plaistow.	Boys' .	52	24	36	69	1. Inconvenient; parallel desks. 2. Moderate. 3. Four classes in oblong square; it is impossible to teach properly with the black board, on such a system. 4. Fair. 5. Usual. 6. Is personally rather a superior young man, but evidently dislikes his work as a schoolmaster. 7. The reading is very imperfect and without intelligence. The cyphering is worked in a slovenly style and for the age of the boys is not by any means average.
110. Walthamstow.	Boys' .	90	24	54	90	1. Inconvenient; two desks down the room. 2. Fair. 3. Four classes in oblong seats. 4. Good. 5. Usual. 6. Fair. 7. Im proved.
	Girls' .	72	29	36	65	1. Good. 2. Want some large letter cards. 4. Good. 5. Usual. 6. Fair. 7. Very nice school and nice children, but without much knowledge.
	Infants' .	91	30	45	95	1. Fair; want more writing desks. 2. Good by Grant. 3. Three classes. 4. Too stiff and formal. 5. Usual. 6. He is a good sort of man; has been very unwell lately, and therefore is not so energetic as usual. 7. They are nice roughish lads and very young; go to work very early.
	Girls' .	54	22	26	60	1. Hardly enough de-ks. 2. Sufficient. 3. Four classes in squares. 4. Good. 5. Moderate. 6. Favourable; had she been trained would have been an excellent mistress. 7. It is a very nice school as regards the children. More arithmetic is desirable.
	Infants' .	62	•	•	•	The room is much too small for the number of children, and is only boarded off from the girls' school by a partition. The two schools therefore interfere very much with each other. It seems well supplied with books and pictures, &c. The mistress is untrained; is improved since last inspection, but still wants more energy and spirit in the conduct of her school. The Scripture knowledge is very fair. The reading only moderate. They are remarkably fine children; and I find most of them are Irish. A new room is projected.
	Boys' .	90	24	54	90	1. Parallel and good. 2. A few more books and an easel or two and black board would be desirable. 3. In three classes and a supplemental one. 4. Not so good as I should like. 5. Usual. 6. Fair. 7. The school has been re-arranged in parallel desks, and is greatly improved. It has a gallery at the end.

TABULATED REPORTS, in detail, for Year 1850, on Schools Inspected by Rev. M. Mitchell, H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organization.	4. Instruction and Discipline. 7. Special.
111. High Beech. Girls.	1850 6 June	32	8	12	25				
112. Loughton. Boys.	7 June	60	11	20	51				
Girls.	"	66	.	.	60				
112a. Aveley. . . Mixed.	10 June	99	.	.	86				
113. Orsett . . Girls' Infants.	11 June "	60 62	.	.	60 61				
114. Horndon . Mixed.	12 June	45	28	14	50				
115. Bowers Gifford. Mixed.	13 June	55	19	29	56				
116. Benfleet . Mixed.	14 June	68	19	47	60				
117. Southend . Mixed.	17 June	80	43	58	.				

118. Leigh . . Boys . .	18 Ju	62	32	71	as almost all such men, with a purposeless system, which never produces results for an examination. 6. The master, who is the chief teacher, has a strong foreign accent, which appears to me to have increased since last year. 7. It is a very nice school as regards moral, but the intellectual advancement is not much. There is a large proportion of young children, and the whole are very irregular in attendance.
119. Hockley . Mixed . .	19 June	51	29	41	1. Too high, but everything is well done. 2. Good. 3. Three classes in parallel desks, one in squares. 4. Moderate. 5. Usual, but fancy he can improve on old systems. 7. The room is good; there is a great echo.
120. Hawkwell. Mixed . .	"	80	16	36	5. Usual, but fancy he can improve on old systems. 7. The room is good; there is a great echo. The children are very nice and neat. The building is good. The instruction is only moderate. The apparatus and books are very meagre. There are no maps. 7. They say the 'catechism' fairly.
121. Great Wakering. Mixed . .	20 June	61	33	67	A mixed school, under an untrained mistress. The children are neat and well behaved, but not advanced in knowledge. The books are too hard. It should be conducted on the infant plan. The parallel desks are too wide and cumbersome, and the whole school furniture is not fit for such a school. The building is very neat. The teacher is respectable in appearance and manner, and with more training would have done fairly. They know the Catechism. There are too many children for the size of the school.
122. Leigh . . Girls . .	21 June	70	19	22	A mixed school for six parishes: Great Wakering, Little Wakering, Barling, North and South Shoebury, South Church, &c. The master is at least 70 by appearance, and is entirely of the old school. The arrangements are of the most meagre description. The furniture is very inefficient. There are few books. The children find their own. The funds are very difficult to procure. The Scripture knowledge is indifferent, but they can say the Catechism. There is great irregularity of attendance, as might be expected. It seems that the school was once fairly supported, but the farmers have withdrawn their subscriptions. The building is good enough in itself.
123. Waltham Abbey. Boys . .	24 June	71	20	40	1. Too high, parallel. 2. Good. 3. Four classes. 4. Moderate. 5. Usual—too quiet. 6. 1/2 respectful in appearance and character, but rather deficient in firmness, and an authoritative manner of conducting her school. 7. The school-room is handsomely built.
124. Rickling . Mixed . .	25 June	60	13	15	1. Desks round the room. 2. Varty's Educational Series. 3. Four classes in squares. 4. Fair. 5. Usual. 6. Average. 7. Too small for the number of children, and the ventilation deficient. They are mostly very young children, and rather fine boys.
125. West Ham Boys . .	26 June	161	57	75	The mistress seems to be scarcely more than 20; I cannot report favourably of her teaching power. The discipline is very inferior. Geography, history, and grammar are not at all taught, and the cyphering is so imperfect that neither mistress nor children can do it. The school is held in the vestry, which needs to be refurnished, as there is only one long thick desk. Most of the children are mere infants. More reading books are requisite. There is a fair for the sort of school. 2. Irish. Want more slates. 3. Six classes in squares. 4. Fair. 5. Usual. 6. A nice person, looks full young for her work, seems intelligent. 7. It is a neat village mixed school. Not much advanced but they read very well. They are mostly very young. The room is neat and well ventilated, the ventilators being of good size.
127. Billerica. Boys . .	27 June	57	24	25	2. Want more easels and black boards. The Irish books are used. 3. Six classes in squares. 4. Moderate, there being too many mere infants. 5. Usual. 6. Favourable. 7. It is a large school, to which some factory boys are admitted, who only stay three months in the year. The room is too crowded at present with the arrangements in squares, but on the whole it is a good school.
128. Walthamstow. Girls . .	28 June	68	"	"	1. Parallel desks and no seats for the rest. 2. Four classes in squares. 3. Moderate. 6. Moderate. 7. A small village school.
129. Chelmsford. Boys . .	1 July	133	44	67	It is a very nice school and very neat. The discipline might be improved. The general instruction is fair, but attention must be paid to the arithmetic, which is imperfect. They should be taught to read out more distinctly, and then the spelling would be correct. There are parallel desks; maps, books, and apparatus, are fair. 6. Fair. 7. The education of the second class is as good as that of the first. 5. Usual. 6. Very fair. 7. Reading is too low.
Girls . .	2 July	139	23	34	1. Fair. 2. Good. 3. Parallel rows six classes. 4. Fair. 5. Usual. 6. Very fair. 7. Reading is too low.

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NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.
						5. Methods.	6. Master and Mistress	7. Special.
130. Halstead . Mixed .	1850 3 July	102	63	78	160	1. Might be improved. 2. Want more books for reading. 3. Six classes in parallel rows. 4. Good. 5. Usual. 6. Favourable. 7. They are very nice children, neat and of a pleasant expression, are mostly very young.	4. Instruction and Discipline.	
131. Yeldham . Mixed .	4 July	59	5	17	40	1. Moderate. 2. Enough. 3. Four classes. 4. Fair. 5. Usual. 6. Fair. 7. A village school, some of the children employed in straw plaiting.		
132. Horkesley . Mixed .	5 July	48	17	21	60	1. Very primitive. 2. Those of Society for promoting Christian Knowledge. 3. The boys are at one end and the girls at the other. 4. Fair. 5. The acquisition is not great. 6. Seems wanting in energy and teaching power. 7. It is a very small village school under the master, assisted by a very nice woman, the wife of the Recor's gardener.		
133. Guilden Morden . Mixed .	9 July	23	18	37	75	1. Good; parallel desks. 4. Fair. 5. Usual. 7. Very nice rooms and neat children; several are farmers' children at 7s. 6d. a quarter, the rest 1d. per week.		
134. Childerditch . Mixed .	10 July	17	.	.	26	A small village school, very neat. The moral tone seems good. The work is excellent. There is not much other instruction attempted. It has all the appearance of being well cared for by the clergyman and his lady. The children are very young.		
135. Malden . Boys' .	11 July	49	19	22	32	1. Defective. 2. Deficient. 3. In squares and imperfect. 4. Very moderate. 6. He attempts high subjects with-out having laid a proper foundation. 7. The school room is built for 250, the average attendance is 32 in a population of 6000. Most of the children are very young and very irregular.		
Girls' .	"	29	.	.	.	The mistress is a very nice young person of 19 years. Has been in the Helmsley school National Green for ten years, and seems as far as her youth permits, able to conduct the school fairly. She has been here only two months, and is under every disadvantage as regards apparatus and furniture. The school is in a most neglected state. The room will hold 250 children.		
136. Laxden . Mixed .	12 July	66	16	21	79	1. Parallel desks too wide. 2. By grant enough. 3. Four classes, mixed. 4. Is rather defective, a more lively manner would improve it. 5. Usual; rather slow. 6. Has that peculiar deficiency of management which is always the case with those who have not been sufficiently trained. He seems anxious, hard working, and respectable. 7. The second class write dictation as well in quality as the first. A nice school.		
137. Ipswich, St. Clement's, Infants'	15 July	138	50	60	140	4. Fair. 5. Usual. 6. She seems to have improved in energy, but has not a good knowledge of secondary means of enforcing discipline and order. There is perhaps a little want of firmness. But on the whole she may be favourably re-ported on. 7. The children are very fine ones, neat and well behaved. My impression of the school is favourable. The gallery is much too large, and I fear for the voices of the mistress and the pupil teacher. It would be advisable it should be altered.		
138. Ipswich, St. Peter's, Girls & Infants'	17 July	234	246	78	80	1. Fair. 2. Fair. 3. In classes. 4. Fair. 5. Usual. 6. Very favourable. Her influence over her children is very excellent. 7. The girls and infants are under the same mistress, and the system seems to answer very well by the aid of rather above the average pupil teachers.		
Boys' .	"	151	24	57	145	1. Good. 2. Good. 3. In parallel desks. 4. Fair. 5. Usual. 6. Favourable. 7. A very good school, increased in average attendance; almost too crowded. A square room is not a good form for a school.		

39. Ipswich, St. Clement's . . . Girls' . . . Boys' . . .	18 July	90	50	46	83	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. Most of the children are very young. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
40. Ipswich, St. Matthew's . . . Girls' . . . Boys' . . .	19 July	135	146	96	136	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
41. Kesgrave. Mixed.	22 July	149	25	43	130	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
42. Ipswich, Trinity. Boys' . . . Girls' . . .	23 July	85	36	53	75	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
43. Stonham Aspal. Mixed.	24 July	66	16	19	60	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
44. Dallinghoo Charfield . . . Mixed.	25 July	96	41	10	76	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
45. Aldeburgh. Boys' . . . Girls' . . .	26 July	103	7	18	100	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
46. Leiston. Boys' . . . Girls' . . .	27 July	66	10	14	50	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
47. Aldringham. Mixed.	28 July	34	22	25	34	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
48. Benhall. Mixed.	30 July	63	8	12	50	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
49. Laxfield. Mixed.	31 July	92	24	59	81	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.
50. Halesworth. Boys' . . . Girls' . . . Infants' . . .	1 Aug.	78	47	32	87	1. Fair. 2. Good. 3. Five classes. 4. Fair. 5. Usual. 6. Very favourable. 7. There is a great cello in the school. The lower classes must be attended to. 8. Moderate, not very good. 9. Want books for the lower classes. 10. Moderate. 11. Usual. 12. Fair. 13. The boys are not in very good discipline. There is a great cello in the school.

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TABULATED REPORTS, in detail, for Year

NAME of SCHOOL.	Date of Inspection.	No. of Children.			1. Date	GENERAL OBSERVATIONS.				
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.		2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh	6. In sq in wh
151. Bungay . Boys .	1850 2 Aug.	70	30	35	60	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
152. Lowestoft Anns.	5 Aug.	96	45	85	85	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
153. Lowestoft Wildes. Boys .	6 Aug.	53	21	22	53	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
154. Lowestoft. Girls .	7 Aug.	126	.	.	110	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
155. Ugeshall. Mixed Infants'	8 Aug.	58	23	20	68	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
156. Wangford. Boys' Girls' .	" "	44 30	.	.	.	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
157. Wrentham. Boys'	9 Aug.	24	16	16	26	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
" Infants'	" "	49	10	17	64	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
158. Pakefield . Mixed	12 Aug.	65	.	.	.	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh
" Infants'	" "	85	.	.	.	1. In sq in wh	2. In sq in wh	3. In sq in wh	4. In sq in wh	5. In sq in wh

159. Brightlingsea.	3 Aug.	.	.	.	.	.	.	.	Shut up for vacation.
160. Wivenhoe.	14 Aug.	60	.	.	.	.	.	.	1. Parallel and awkward. 2. Not enough; to be supplied. 3. Too many classes. 4. Moderate. 5. Usual. 6. Wants life and energy.
	"	137	.	.	.	.	.	.	1. Parallel and awkward. 2. Wanting, but to be amply supplied. 3. Too many classes. 4. Moderate. 5. Usual. 6. Favourable. 7. The school is a sort of mixed school; the boys are taught at one end by a master, the girls by a mistress at the other end; and the infant school in a separate room is also under the mistress. This forms the two last classes of 75. There is a paid assistant in the infants' room.
161. Rushmere, St. Andrew.	23 Sept.	54	12	18	60	.	.	.	It is a very nice little country school. The mistress is pleasing in her manners and appearance, and seems to have the interest of her school at heart. The scholars are mostly very young. The girls work very well. The buildings are very neat. There is a master's house occupied by a domestic who pays 17 per annum, and the mistress lives in the house with him and his wife. The Scripture knowledge is very fair.
162. Horningheath.	24 Sept.	45	.	.	59	.	.	.	1. Rather imperfect and not adapted to the size of the children. 2. Fair. 3. Is imperfect. 4. There appears a want of mechanical arrangement and discipline. 5. Usual. 6. Fair. I think she should strive to acquire a better method of conducting the school with more arrangement and discipline, and I fear in her teaching she does not sufficiently awaken the intellects of the children and make them think. 7. The girls are nice and neat, and the moral effect seems to me superior to the mental acquisitions, which I should like to see increased. They are not very regular in their attendance.
163. Chetvington.	25 Sept.	47	16	11	35	.	.	.	The buildings are very good. The dress and tone of the children is very pleasing. The girls (for they are both in the same room) are superior in acquisitions and character to the boys, as is mostly the case in agricultural districts. It has been open two years and promises well. The master and mistress may be reported of favourably. He was for 16 years in the band of the 7th Hussars. There are parallel desks. The books are too hard. The maps, World, Europe, Palestine, should be hung up. The floor is of brick. The foundation of the arithmetic is well laid. Their spelling and dictation is imperfect; must be attended to. The girls read well. The Scripture knowledge is fair.
164. Hawkston.	26 Sept.	31	10	14	47	.	.	.	A small school in a very agricultural village. The master has been here a year. The buildings are good. House and school. The children are mostly very small. A good infant school under a mistress would work much better. They can say the Catechism, but do not know anything of the Scriptures. There is great deficiency of books.
165. Brandon.	27 Sept.	36	21	26	.	.	.	.	The children are mostly very young and irregular. The building is an old workhouse restored. It is a pity it was ever taken in hand to reconstruct such a building for educational purposes. There seem to be very few books. No maps except of Palestine. The master is rather inefficient. The cyphering of the boys is fair. The town is very poor and the trustees paid off a debt of 41 last year. The cyphering of the girls is moderately fair.
166. Yarmouth.	30 Sept.	93	.	.	100	.	.	.	The boys' school has been much altered for the better, there are five groups of desks, each three deep, and to hold about 19 boys each group. It is very neat. There is sufficient maps and apparatus. Altogether the school is much improved, but there is still great want of discipline, and the boys have not that intelligent look which good teaching always gives. The master has never been trained. The first class is fairly taught. Pupil teachers are needed for the rest. The first class have a little knowledge of geography and history. The mistress seems to want energy and life. All the instruction is only moderate. The geography is all rote. The cyphering is not sufficiently grounded. The school is fitted up with square forms. The Scripture in both schools is fair.
167. Yarmouth, St. Peter's.	1 Oct.	176	24	220	179	.	.	.	1. Good, parallel. 2. Good. 3. In parallel rows and desks, eight classes. 4. Moderate as yet. 5. Battersea. 6. Favourable. 7. The schools have been only open three months, and promise very well.
	"	141	.	.	140	.	.	.	1. Parallel and good. 2. Good. 3. Eight classes in parallel desks and rows. 4. Moderate as yet. 5. Usual. 6. Fair. 7. It has been open only three months, and promises very well.

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NAME of SCHOOL.	Date of Inspection	No. of Children.		Present at Examination.	Admitted within last 12 months.	In ordinary attendance.
		Boys.	Girls.			
167. Yarmouth, Infants'	18:30 2 Oct.	124	.	.	.	The room is very good; the gallery is too large, and a class room is needed. The number of the children is more than the mistress is equal to without pupil-teachers. There is every reason to believe that the school will be successful. They are pure healthy and intelligent boys and girls, rather rough and rude at present. The mistress is equal to pupil teachers. The schools have not been open more than three months.
168. Thurkton, Mixed	3 Oct.	37	9	17	10	A new small village school only open a year. It is fairly supplied with books, and altogether gives promise of answering its purpose very well. The Irish books are used. A few more plates are required. The building is neat. The Scripture knowledge is very fair.
169. Gorleston, Boys'	4 Oct.	60	30	20	57	The boys' school is not improved; they are not so clean and sprightly as I should like. It bears all the characteristics of an untrained master. Some of the first class are fairly instructed. The little ones are generally neglected, and the moral not sustained. The master questions set questions, got by rote and out of the book at Norwich. The general tone is fair. The girls are neat in dress and well behaved, and have an intelligent look. Their Scripture knowledge is good, but geography and grammar are mere names in their school.
" Girls'	"	70	30	41	63	The main school is very fair. The mistress takes an interest in her work, and the children are neat and cheerful. These schools were once very good indeed, but the clergyman having been absent through ill health for five years, the whole has gone to decay. They are very nice rooms, with plenty of light and square windows. They want books.
Infants'	"	63	38	32	57	The S.S. knowledge in the boys' school is very good. In the girls' fair. The rooms need re-arranging, and books, maps and apparatus are required. There are 40 boys and 10 girls, on the foundation. There is an assistant master. The offices are very defective. The remaining number of children come from the town and form an ordinary National school. I have written to the trustees suggesting numerous improvements. The master seems to be anxious about a school to his work. The mistress is very respectable but needs training. Indeed the whole might be improved, and I hope will be, as the trustees seem to be interested in the institution.
170. Yarmouth, Hospital Boys'	7 Oct.	64	49	63	81	A new small school in a temporary room; well behaved children, and a very respectable mistress. Well supplied with books and apparatus. It is a satisfactory school, above the average in arithmetic, reading, and general intelligence. The catechism and S. S. fair.
" Girls'	"	80	10	41	75	Only a Sunday school.
171. Yarmouth, St. Nicholas' Girls'	8 Oct.	52	41	41	39	A nice country mixed school. The mistress seems fairly competent. There are three sort of assistant-teachers, and the infant class are mere infants taught in a separate room. Their S.S. knowledge is fair. Books and maps are sufficient. The children are neat and clean, and fairly intelligent.
172. Galdstone	9 Oct.	8	30	69	85	A very nice small country school. The mistress is young, inexperienced and timid, but seems fairly competent. The school has on a just assembled after a two months vacation. They are neat and cheerful looking children. The knowledge seems to be average of agricultural schools. It is well supplied with books and maps. The S.S. knowledge is fair.
173. Ditchingham, Mixed	"	52	18	9	53	
174. Denton	"					

is good. A new school has been opened in the parish. The number attending this is consequently as not so great formerly.

1. *Wortwell, Mixe*. A new mixed school, fairly intelligent and with a good tone. The Scripture knowledge is good. The mistress is a very nice master person, and conducts the school well. There are sufficient books and apparatus.

2. *Harleston, Boys*. The master from St. Mark's has been here only three weeks, and the school promises to improve under him. It is a small agricultural town.

3. *Girls*. The girls' school is fair, and the children have a good tone about them. The lower classes are mixed, and mere infants. The curate attends the school every day. Looks, maps, and apparatus are sufficient. The buildings are very neat and good. The S. S. knowledge is fair.

4. *Brookdish, Mixed*. A neat and a cultural school of good tone: the knowledge is not of very high order but seems to answer its purpose. The children are here, clerical, and well behaved. The Scripture knowledge is very fair.

5. *Weybred, Mixed*. The children are very young and irregular. The knowledge is limited to a good building. A mere dame school. The children are very young and irregular. The knowledge is limited. There is a deficiency of books, apparatus, and maps. The Scripture knowledge only moderate. No geography or grammar is taught. The mistress is only moderately qualified. There are no desks, and the forms are fastened all round the room, close to the wall.

6. *Bury St. Edmunds, Boys*. The room is close and inconvenient; the fittings are of a moderate order. The supply of books and apparatus is insufficient, and the name of Mowd school is not supported in any respect to an adequate measure; I am only surprised that so much is actually performed in the instruction of the boys, who for their numbers are very fairly taught. There ought to be pupil-teachers to the school, but the master does not feel himself equal to the teaching them. I am of opinion he is too modest, and that he must work them well, judging from the state of school. The character of last year is still maintained, but if modern improvements are not introduced, this school must eventually fall far behind others of its class. They sing nicely. Geography moderate. History good. The Scripture knowledge is good. The school supported by the Association. I think does not seem to be so absolutely under the inspection of the local clergy as might be desired. There is a very fair assistant teacher.

7. *Infants*. The infant school is fairly conducted by a mistress and assistant. There is want of apparatus and books and pictures. The Scripture knowledge is good. The girls work well, and the singing is fair. The room is airy and neat, and the children decently dressed. The reading should be attended to. The master, who engages two commercial school or small tradesmen and farmers. It is very well carried on by the master, who engages two assistants himself. He receives from the endowment 100 £ per annum and 100 £ per year. The school holds easily 100, and as applications have been made from the neighbourhood for admission, and there is 100 pupils, it is a pity that the restriction to the town should be continued, as it might be a benefit to the country round. The restriction was once done away, but on the representations of private schoolmasters in the town who found their numbers decrease, was again renewed; more than 50 boys took advantage of the privilege, sons of small farmers. They learn Latin, French, Euclid and algebra. The progress is fair for the class of school. The buildings are good; a large school and two separate class-rooms.

8. *Bury St. Edmunds, Girls*. The school is under a temporary mistress. The late mistress seems to have left it in a very imperfect condition. The children are not so attentive to personal cleanliness as desirable. The instruction is of the most moderate order, and the arithmetic a mere farce; one could multiply by three figures. The geography and history are mere names. The girls are naturally sharp enough. This school was intended as a training school, and is supported by the Archdeacon Board on that grounds. The work is very fair.

9. *Bury St. Edmunds, Poor Boys*. The master can work a school of 300 boys without pupil-teachers. The classes are much too crowded, and the desks and form arrangements are inconvenient. The benches are 4 inches and the desks 5 feet high. The lower classes are not advanced as they ought to be as is to be expected with only one master. The three upper classes are fairly advanced. The building is admirable; it is endowed and open to all classes, dissenters as well as churchmen. The Catechism is therefore not taught. Many of the boys, however, say the Catechism, and they have a fair knowledge of Scripture.

10. *St. Swinith's, Norwich*. The children are neat, and in fine health. The Scripture knowledge is above the average of infant schools. The children are neat, and in fine health.

1. Wortwell, Mixe	Oct.	63
2. Harleston, Boys	"	41
3. Girls	"	66
4. Brookdish, Mixed	Oct.	53
5a. Weybred, Mixed	"	40
6. Bury St. Edmunds, Boys	Oct.	163
7. Infants	"	101
8. Bury St. Edmunds, Commercial, Boys	Oct.	91
9. Bury St. Edmunds, Girls	Oct.	96
10. Bury St. Edmunds, Poor Boys	"	

182. St. Swinith's, Norwich
with infants'

TABULATED REPORTS, in detail, for Year 1850, on Schools inspected by Rev. M. Mitchell, H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organization. 7. Special.	
183. Walsingham. Boys'.	1850 22 Oct.	95	17	42	90	1. Want parallel desks, therefore the notation is inferior. 2. Fair. 3. Five classes. 4. Fair. 5. Usual. 6. Fair. 7. This school is very much improved since last year. The children are more lively and neater in appearance. The lower classes are very young, but I think they must be more attended to. This school is for four parishes: Bintrv, Guist, Twiford, and Foulsham. The children of the school are many of them dropping in the fields, at which girls are now more employed than boys, as they work better and cheaper. The master is untrained. The discipline is imperfect, and the instruction is moderate. The mistress is engaged by the master, as his assistant, and is not evidently well up to her work. The schools are too great a distance, nearly a mile, from the main population. The master questions by a book, which they seem to get up by rote. The people are said to be very poor, and the schools are falling away. They know the Catechism, and Faith and Duty, but not the Scriptures. The first classes are not present. The whole system of teaching is getting by rote, and they have got a good deal.	1. Desks and Furniture. 5. Methods.	2. Books and Apparatus. 6. Master and Mistress.	3. Organization. 7. Special.
184. Foulsham. Boys'.	23 Oct.	43	26	25	70				
Girls'.	"	22	21	8	39				
185. Fakenham. Infants'.	"	105	.	.	.	A very nice infant school, with cheerful fine looking-children. They want more apparatus. The books and apparatus are sufficient. The mistress may be reported of favourably. The books and apparatus are sufficient. The methods usual. Discipline fair.			
Girls'.	24 Oct.	61	.	.	.	1. The forms must be cut down, they are too high for the boys. 2. Sufficient books. 3. Four classes. 4. Imperfect. 5. Very indifferent. 6. He is laborious and painstaking, but altogether devoid of system. 7. The school is improved in manner and tone since the last inspection, but is still far below the average condition of schools with pupil-teachers.			
Boys'.	"	72	51	23	82				
186. Great Ryburgh. Mixed.	25 Oct.	69	40	20	92	1. Defective. 2. Defective. 3. Four classes. 4. Fair. 5. Usual. 6. Fair.			
187. Aylsham Boys'.	28 Oct.	43	32	19	49	1. Awkwardly fixed, but good. 2. Enough. 3. In square classes. 4. Fair. 5. Usual. 6. Favourable. 7. The scarlet fever has been raging here. There have been three masters in the year, and the present one is a youth from St. Mark's. 1. Awkwardly fixed. 2. Fair. 3. Four classes in squares. 4. Fair. 5. Usual. 6. Moderate. 7. Excellent room.			
Girls'.	"	44	17	13	30				
188. Norwich. Model. Infants'.	29 Oct.	136	.	69	150	This is the Model school. The gallery is too large. The rooms are close, the little one especially. The mistress seems a nice person, and works very satisfactorily. More writing should be taught, and ciphering. Thirty of the children have been carried off by scarlet fever.			
Boys'.	30 Oct.	190	80	134	200	1. Moderate. 2. Moderate. 3. Eight classes. 4. Good. 5. Usual. 6. Moderate. 7. It is in a temporary building while the present schoolroom is being enlarged and altogether renovated.			
Girls'.	31 Oct.	191	.	.	180	1. Good. 2. Good. 3. Eight classes in parallel rows. 4. Good. 5. Usual. 6. Favourable. 7. It is the Model school.			

General Report for the Year 1850, by Her Majesty's Inspector of Schools, the Rev. J., J. BLANDFORD, on the Schools inspected by him in the Counties of Lincoln, Nottingham, Leicester, and Derby.

MY LORDS,

25 January, 1851.

I HAVE the honor to present to your Lordships a Report on 200 schools which I have inspected, in the counties of Lincoln, Nottingham, Leicester, and Derby, between the 31st of October, 1849, and the 1st of November, 1850.

On the 26th of July I received a letter from your Secretary, addressed to myself and colleagues, in which we were requested to arrange in six groups the schools that were liable to or had invited inspection in our several districts, so as to form six sub-divisions, and to assign two consecutive months to the inspection of each, taking care to adapt the date fixed upon for the examination of the respective groups as much as possible to the peculiar character of the locality in which they were situated,—the object of this arrangement being to provide as well for the inspection of schools which had received grants from the public funds or that had invited inspection, as for those where pupil-teachers had been apprenticed or to which teachers were appointed who had obtained certificate of merit.

As five of the counties in my district are almost entirely agricultural, the necessary consequence is that many of the schools must be inspected at a time and under circumstances apparently highly unfavourable towards forming a correct estimate of their true state and the diligence of the teachers, it being impracticable to make arrangements for visiting them all at a time when the schools are full and the elder children not engaged in field labour. These circumstances to a certain extent are true, and some allowance in individual cases must be made for them; but in reality they are much less unfavourable towards arriving at a right conclusion respecting the state of a school than at first sight may appear. If an estimate was formed of the state of a school merely from the progress of the children in the first class, it would be manifestly unfair to the teacher for the inspection to take place at a time when some of his best scholars were absent; but the estimate of the efficiency of a school is not formed from the progress of the first class but from the proportionate progress of all. However thinly a school may be attended at the time of inspection, there

is, in the majority of cases, abundant means of ascertaining its true state, and whether the junior classes have had due care and attention bestowed upon them by their teachers. If the children of which the lower part of a school is composed answer intelligently, and their progress is in proportion to the time they have been under instruction, it may in most cases be inferred that the upper class has been well taught, although none of the children belonging to it may be present so as to afford direct proof of the same. Besides, if the number of children who were present at the examination in the several counties in my district, and those in ordinary attendance, are compared in the summaries* of my inspection, of last year, the difference between the two numbers will be found very trifling when it is distributed over the whole number of schools inspected in the several counties.

The following table exhibits the sub-divisions of the East Midland District, and the time appointed for their inspection:—

Lincolnshire	January and February.
Nottinghamshire	March and April.
Leicestershire	May and June.
Derbyshire, part of	July and August.
Ditto	September and October.
Northamptonshire and Rutlandshire, }	November and December.

The recurrence of the Easter and Christmas examinations, the revision of papers worked by candidates for certificates of merit, and the month's vacation allowed to Her Majesty's Inspectors, necessarily cause a temporary cessation of inspection.

All the schools in Lincolnshire, Nottinghamshire, and Leicestershire, which have received grants or invited inspection, have been examined. Of those in Derbyshire 81 have been visited; the remainder I was obliged to leave for the present, in order to inspect some schools in Northampton, where pupil-teachers had been apprenticed, and which otherwise could not have been visited until 1851.

The remaining schools in Derbyshire, Northamptonshire, and Rutlandshire, will be inspected on the completion of my Report.

Collective examinations of pupil-teachers have been held at Gainsborough, Nottingham, Derby, and Northampton. The distances between the schools rendered it inconvenient to assemble the apprentices together from other localities.

* *Vide Summaries in Appendix, Table No. 1.*

LINCOLNSHIRE.

This county, which three or four years since seemed left behind in regard to the usual mode of travelling, is now as accessible as any part of the East Midland District, being conveniently intersected by railways. From Barton-on-Humber, in the north to Coningsby southward, is a long tract of elevated ground (the Wolds); between this part of the county and the sea are 17 schools, greatly resembling each other in their general character. The most northern of these is at Barton, where there are large and handsome school-buildings, with three rooms for boys, girls and infants, and a house for the teacher. When I visited the school in January 1850, the infant school was closed from the want of funds towards its support, and there did not seem much probability of its being reopened. The population of Barton-on-Humber is 3,000; the average attendance of boys and girls is not more than 100. The next large town in this locality is Grimsby, which, from the extensive docks that have lately been formed, seems likely to become a place of some importance. There is no school here under inspection. South of Grimsby is Louth; I inspected the national schools of this town in 1847, but I was not requested to do so again. The other principal towns in this part of the county are Horncastle, Spilsby, Alford, and Burgh. I am not able to give any information respecting the schools in these towns, as none of them have invited inspection. The character of the remaining schools which have been inspected in this neighbourhood is much the same, being small village schools, with an average attendance of 40 children in each; the most efficient (comparatively) are those at Huttoft, Welton-le-Wold, and Halton Holgate. To the west of the tract of country to which I have alluded, between the Wolds and the counties of York and Nottingham, there are 23 schools under inspection. The largest are those at Winterton, Gainsborough, Owston, and Kirton in Lindsey; the most efficient are at Wintringham, Saxilby, and Gainsborough (the boys'). At Epworth there is a room for boys, but it is only used on Sunday. The remaining schools are situated towards the south; the most efficient are those at Grantham (the boys'), and Colsterworth. At Boston, where school accommodation was greatly needed, a national school on a large scale has been built; it will probably be ready for inspection in 1851. In that part of Lincolnshire which borders on Norfolk there are six schools under inspection—Pinchbeck, East and West, Spalding, Whaplode Drove, Holbeach, and Sutton St. Nicholas.

It may be remarked that the managers of church schools in four of the principal towns in Lincolnshire, Lincoln, Stamford, Louth, and Sleaford, have not invited inspection, or otherwise availed themselves of your Lordship's assistance.

It is now three years since the schools in this county were regularly inspected. Some have improved, but these bear a very slight proportion to the others, which remain in the same inefficient state, and for the most part as ill supplied with books and apparatus as before. Fifteen schools have availed themselves of the facilities afforded them by your Lordships in the purchase of books, and maps at reduced prices. No mistresses, and only four masters have obtained certificates of merit in Lincolnshire; two of the latter have recently left and gone into other counties. The number of male pupil-teachers remains the same as in 1849; in regard to female apprentices, there is an increase of two.

NOTTINGHAMSHIRE.

The inspection of the schools in this county commenced May 25; the number visited was 35. From the extreme north of the county to a line drawn through the towns of Newark and Mansfield, a district which comprises rather more than half of Nottinghamshire, there are 13 schools which have been visited: the most efficient are at Workson, Ollerton, Collingham, and Southwell. The boys' school-room at Retford is a damp, comfortless room, the interior of which is almost sufficient of itself to give the children a distaste for instruction. There ought to be in a large town like Retford suitable school accommodation for boys, girls, and infants, and I have no doubt that funds would soon be raised for that purpose if some person would take the matter up in earnest. The national school at Newark having received the Parliamentary grant prior to the formation of the Committee of Council on Education, is not under inspection, and as this was declined, I am unable to supply any additional information to my last report concerning it. It is satisfactory to be able to inform your Lordships of the erection of another school at Newark, in the district of Christ Church. The boys' school already exhibits considerable life and energy; several persons are much interested in its welfare, and if that interest is not suffered to subside, there is a fair prospect that the school will succeed.

South of the line above mentioned are the schools in Nottingham and its immediate neighbourhood. I regret to say there is no place or locality in the East Midland District where there are fewer schools in connexion with the Church, or where the average attendance is so small compared with the population amongst which they are established, and this in a locality, where, from the number and occupation of the people, good elementary schools are especially needed. In Nottingham, where the population amounts to 50,000, there are four schools which have been inspected, viz., Trinity Church, St. John's, St. Mary's, and the national school for boys; they contain accommodation for 1,700,

at six square feet per child.* The average attendance is 413 boys, 232 girls, 390 infants. The only one of these four schools which is really efficient is Trinity Church: here there are two certificated teachers and seven apprentices. In St. John's school two pupil-teachers have recently been granted to the master; the school is increasing in numbers, and I hope in efficiency. The boys' national school is not only useless in its present state, but positively mischievous, there being the appearance of education without a shadow of the reality. The interior of the building, with its forlorn and cheerless aspect,—the absence of any superintendence,—the deficiency of books and apparatus,—in short, the want of every appliance to make the poor children who attend the school comfortable and happy whilst they are there,—is enough to excite in their minds a disgust for the very name of "school."

Within two miles of Nottingham are the large manufacturing villages of Basford, Carrington, Lenton, Hyson Green, Radford, and Sneinton; the two latter may be considered as suburbs to Nottingham.

These places contain a population (roughly estimated) of 30,000. There are national schools in each, all of which, with the exception of that at Sneinton, have been inspected. There is accommodation in these schools, taking the same basis for the calculation as before, for 1,500 children: the total average attendance is 469 boys, 174 girls, and some infants. In the school at Sneinton there was an average attendance in 1848 of 137 (boys, girls, and infants). The most efficient is the school at Lenton, where the average attendance bears a fair proportion to the accommodation provided. At Hyson Green the school had been closed prior to the appointment of the present master (there is no mistress), for three months. At Basford also, where there is ample accommodation and a room on purpose for girls, there is no regular mistress. The character of the instruction given in these schools (Lenton and Carrington excepted) is such as to offer little inducement to parents to send their children to them, even if they were disposed to do so; the difficulty of raising funds for their support can scarcely be exaggerated. A line drawn from Teversall on the west, and extending south-west to Brook-hill, thence to Eastwood, includes a portion of the coal district in this county; but in no place is this more than a mile broad. Here there are two schools which have been inspected, Eastwood and Newthorpe. The former is doing well; the master, though in delicate health, is a hard-working man, and has been successful in his school. For the state of the latter I beg to refer your Lordships to No. 91 in the tabulated reports in detail for the year 1850.

* In reality the accommodation is much less, considerable allowance must be made for the space occupied by desks, benches, &c.

The number of certificated teachers in this county is 9, and 39 pupil-teachers, the latter being an increase of 17 since 1849. The number of schools which have availed themselves of grants towards the purchase of books and apparatus is 16.

LEICESTERSHIRE.

The time appointed for the inspection of the schools in this county was May and June; but I was not able to commence my tour until June 10.

These schools are situated amongst a population resembling for the most part that of Nottinghamshire, being chiefly employed in agriculture, and in Leicester and the neighbourhood in the manufacture of hosiery, cotton goods, and lace. The first town visited was Ashby-de-la-Zouch, where there is an infant and girls' school; besides this there are two endowed schools, in which boys are educated. In the vicinity of Ashby there are several small schools, some of which are in Derbyshire; the best are at Woodville, Normanton, and Measham. Of the others I cannot speak favourably; they bear a striking resemblance to each other in the limited attainments of the teachers and the consequent inefficiency of their schools, which in their present state are signally failing to produce any adequate effect on the population amongst which they are situated. Mormonism is prevalent in this neighbourhood, and at Whitwick there is a strong hold of the Roman Catholics. The difficulty experienced by the managers of these schools in raising the necessary funds precludes them from securing the services of competent teachers and of availing themselves of Government assistance. The population is constantly changing, that is, whole families in the colliery districts leave their homes when wages are low and seek work where they are higher; there they remain for a time, and afterwards move off again to another neighbourhood, or perhaps return to their former abode. The bad effects of this constant change, not only in reference to the difficulty it causes in the establishment of good schools, but also upon the people themselves, may readily be conceived. A clergyman who is labouring in a colliery district in this neighbourhood, thus described in my Report for 1849 the difficulties with which he was beset:—"The inhabitants, with the exception of a few shopkeepers, are all colliers; the greater part are Ranters. There are some Romanists, Mormonites, and Wesleyans, but few Church families, and not one subscriber to the national schools living in the place. The population is continually changing."

Nevertheless, in the midst of all these drawbacks, the people are not altogether insensible to the advantages which a good school presents. Of this the schools at Measham and Sheepshed afford proof; children from neighbouring villages attend the

former, and the latter, which is doing good service in the cause of education (I refer to the boys' school), is certainly valued by the parents of the children who are educated in it. These are the only schools where pupil-teachers have been apprenticed; the rest, from the want of an adequate average attendance, proper qualifications on the part of the teachers, and the age of the children, have been unable to avail themselves of this assistance. In the south and south-west of the county there are seven schools under inspection. The largest are at Hinckley and Lutterworth; the latter is an endowed school. At Market Harborough there is a national school for boys and girls; between this town and Leicester there are two efficient schools at Oadby and Kibworth. In the north the schools at Melton Mowbray (the boys) and Barkestone, are doing well; there are pupil-teachers in both, and a master, who has obtained his certificate, in the former. New buildings are greatly needed at Melton, and from the interest which many of the inhabitants feel in the matter, I should not be surprised if measures were taken for their erection.

I regret I am unable to furnish information respecting the schools in Leicester. There are only two which have received aid from the public funds, Christ Church and St. Margaret's; the clergyman connected with the latter declined inspection, to which the school is not liable, having received a grant of 425*l.* in 1835. In Christ Church pupil-teachers have recently been apprenticed. None of the other schools have invited inspection, except the Leicester Central national school, which is conducted on the old monitorial system, with what success may easily be imagined. Application had been made for pupil-teachers, and some were granted; but they have never been apprenticed in consequence of the managers declining to sign the indentures.

At Loughborough there are no schools under inspection.

DERBYSHIRE.

In the north and north-west of this county, that part of it which borders on Yorkshire and Cheshire, there are not many schools. The population is scattered over a wide extent of country, except in the parishes of Glossop and Newmills, where, on account of the manufactures that are carried on there, and the consequent demand for workmen, there is a greater concentration of the inhabitants. In my Report for 1849 it was stated that the school at Whitfield had hitherto been only used for the purpose of a Sunday school; it is now open for daily instruction. The school at Tideswell is also in operation. I regret I cannot report any change for the better at Newmills, where a good school in connexion with the Church is most

urgently needed. There ought to be no difficulty in a large place like this in raising funds for the purpose of securing the services of a competent master and mistress, if the matter was taken up, as it ought to be, in earnest. Nor can I report any alteration in reference to the endowed school at Castleton, which in its present state is a striking instance how great an obstacle to education schools of this description may become, and how completely the benevolent intentions of the founders may be frustrated, from the difficulty experienced in getting rid of an incompetent and unfit master, who persists in retaining an office the duties of which he does not discharge, and who sets at defiance all attempts to remove him, although liberal offers have been made to induce him to resign. The following is the clergyman's own statement, which he has recorded respecting this school :—

Castleton, Derbyshire.

The state in which the parish school is found affords, I am sorry to say, no appearance of improvement since the Inspector was last in this neighbourhood, and the cause which at that time obstructed the progress of the school still continues to exist. The appointment of the master has been claimed and exercised hitherto by a non-resident proprietor, viz., Mr. Bagshawe, of the Oaks, near Sheffield. The present schoolmaster was appointed by Mr. Bagshawe's father in the year (I believe) 1821, and has ever since continued to hold the endowment, to the infinite detriment of the school, which is by him almost entirely neglected and mismanaged, he refusing to teach even the Church Catechism, and confining his instruction (if it can be called so) to the mere elementary steps in reading and arithmetic, consequently few or none of the children of the village go to him beyond those who are free scholars. Mr. Bagshawe it was who proposed the school to be placed under inspection, but has not (as he declared his wish to do) succeeded in displacing a most objectionable master, but absolutely refuses to give up the trust he abuses and disgraces, and who, until he is got rid of, must necessarily render inspection absolutely futile. I may add, that the parishioners are most desirous of having a thoroughly efficient and good Church school established, and a new school-house built, and would come forward liberally with subscriptions; but not one penny will be given while the present holder of the endowment continues to hold it.

(Signed)

CHARLES C. BATES, *Vicar.*

The most efficient schools in this neighbourhood are those at Edensor (the boys') and Chapel-en-le-Frith; there are pupil-teachers in both, and a certificated mistress in the former. In the Victoria schools at Chesterfield, towards which Archdeacon Hill has been a liberal contributor, there are three pupil-teachers and a certificated mistress, whose zeal on behalf of her school cannot be surpassed."

The school at Brimington, which had been closed for some time, has been re-opened; it is conducted by a mistress, trained at the Home and Colonial Institution; a boys' school is greatly needed in this village, around, and in which, there is a considerable population, who are employed to a great extent in the neighbouring iron-works. Other schools have been inspected

in the neighbourhood of Chesterfield, but I cannot report favourably of them. At Clown, where there is a population of 600, there is an average attendance of 11 boys. Commodious and handsome school buildings have been erected at Alfreton, mainly through the exertions of the Rev. R. Errington, the late curate; the school has not yet met with that measure of success which it is to be hoped will eventually attend its establishment. The next town of importance in this locality is Belper, new school buildings have recently been erected, and a pupil-teacher has been apprenticed in the boys' school. At Ripley two pupil-teachers have been granted to the master, whose school has decidedly improved during the last two years. At Heanor, where from the amount of the population it is reasonable to expect a good school might be supported, if only moderate exertions were used, there is nothing worthy of the name of a school. There is a large and handsome building containing accommodation for boys and girls; one of the rooms is only used on Sunday. The average attendance out of a population of 5,000 is 45 (boys and girls). There is no mistress, and the master, to whom the manager's guarantee 5*l.* per annum, makes up the rest of his salary as he can. It is manifest that no master whose services are worth retaining will remain in a school on conditions like these.

In Derby eight elementary schools are in connexion with the Church; seven of these have been inspected. There is in them an average attendance of 964 boys, 585 girls, 293 infants.

Trinity Church* and Curzon-street (the boys') are good schools, to the efficiency of which the apprenticeship of pupil-teachers has in no slight degree contributed; any one connected with these schools in former times will well remember how two zealous teachers were toiling day after day in their almost helpless task, having nothing better to help them than the old monitorial system, injuring their health in trying to produce some impression on the number of children intrusted to them, and after all, finding no adequate result of their labours. The case is altered now, and though the labour is certainly not less severe than heretofore, there is the bright side of the picture to look upon, in the manifest improvement of every class in their schools. The boys' national school in Traffic-street is also rising in the scale of efficiency, but the exertions of the master are greatly impeded by the small size and inconvenient shape of the room, the atmosphere of which, particularly in summer, from the defective ventilation, must prove injurious to both teachers and children.

New schools will be established ere long in the parishes of

* Trinity Church school is almost self-supporting. The school-pence from January, 1850, to December, amounted to 250*l.* The average attendance is about 550 children in both schools.

All Saints and Christ Church ; liberal contributions have been made for this purpose, and the preliminary steps for obtaining help from Government have been taken. Of the village schools in the neighbourhood of Derby the most efficient are those at Shardlow, Ockbrooke, Little Eaton, and Brailsford ; pupil-teachers are apprenticed in all, and in three there are certificated teachers.

At Osmaston, in the neighbourhood of Ashbourne, there is a good mixed school under a master, and, more remotely, on the borders of Staffordshire and Derbyshire ; those at Doveridge and Sudbury (the girls') are doing well.

Nineteen teachers (11 masters and 7 mistresses) have obtained certificates : 64 pupil-teachers (39 boys and 25 girls) have been apprenticed in their respective schools : 31 schools have availed themselves of the Parliamentary grant towards the purchase of apparatus, books, and maps.

Upon the whole, there are a greater number of schools in Derbyshire which stand higher in the scale of efficiency than in the remaining counties of which the East Midland district consists ; and although few, perhaps none, realize the idea of a good school to its fullest extent, and in all its details, yet the progress which some of them have made is highly encouraging, as affording evidence of the efficiency to which elementary schools may be raised, and how useful an education might be given in them, if the children of the labouring classes could be retained a sufficient time under instruction.

It now remains for me to give your Lordships some account of the character of the instruction imparted in these schools.

The various subjects that are taught, and the number of children instructed therein, are recorded in Table (A).

In the forms of report with which Her Majesty's Inspectors are provided, for the purpose of tabulating the result of the examination of each school, one column is left for the teacher, who fills up each space with the number of children who are receiving instruction in history, grammar, geography, &c. : the managers are requested to see that this is done previously to the inspection, the object being not that an estimate of the efficiency of the school should be partly formed from the returns thus made by the teacher, but to furnish the Inspector with information relative to the character of the instruction, in order that he may, in some degree, adapt his examination to it. I need scarcely say how much time is saved, and what greater accuracy is secured when these and various other details are recorded before the examination takes place, instead of being left, which is too frequently the case, notwithstanding repeated requests to the contrary, until the inspection is completed.

In the report which masters and mistresses are required to

make of their schools, they record the number of children who are receiving instruction in any subject, particularly in reference to reading and arithmetic, without paying much regard to the proficiency which has been acquired, for instance, the whole of a first class will be returned in the teacher's report, as learning mensuration, or fractions, whereas, upon trial, it will be found they cannot work correctly an easy sum in compound multiplication; and so in reading, children are frequently recorded as reading books of general information, who, upon trial, fail in reading correctly a verse from one of the gospels. Of course it is not intended to be inferred that these returns are made by the teachers with the slightest intention of misleading, but it is obvious that, taken by themselves, they would tend to convey an erroneous impression as to the attainments of the children and the state of the schools; in order therefore to avoid this, it is necessary to apply a considerable correction to the teacher's returns; this has been done, when necessary, in the case of each school which I have inspected. The aggregate number of children who are receiving instruction in any particular subject, and who have attained a certain amount of proficiency in it, is recorded in the foregoing table.

Upon referring to the tabulated reports in detail of the schools which I have inspected, it will be found that a report has been made in the majority of cases, and as far as was practicable, on the attainments of each class. I believe that this is the only way to force upon the teachers the necessity of paying attention, and of giving instruction themselves to every class; and it has often occurred to me whether it would not be advisable, in cases where there is reason from past experience for believing that the lower classes have been neglected, at a subsequent inspection, not to examine the first class at all, but to devote the whole time to the lower ones; that this would give great offence to the teacher and managers is more than probable, but the good effects of it would most likely be very visible at the next inspection.

The religious knowledge of the children, in reference to their acquaintance with Scripture and understanding the Catechism, has formed a prominent feature in my examination of these schools, but certainly not to such an extent as to preclude a careful inquiry relative to the attainments of the children in other subjects. The acquaintance with Scripture, and the intelligent knowledge of the Catechism, which many of the upper classes in these schools exhibit is very pleasing; but the great defect which characterizes the religious instruction is, that it is not sufficiently practical, nor incorporated as it should be, in the daily routine of the school. The children learn texts of the Bible by heart, are fairly acquainted with the outline of Scripture history, and can prove points of doctrine, but when

questioned as to their practical application and bearing upon our every-day life and intercourse with each other, the inference, however obvious, can seldom be drawn. I believe the masters of our national schools to be, as a body, a respectable class of men, but they are deficient in that deep religious feeling the expression of which will be visible in a thousand ways in the management of their schools, and will be identified in a greater or less degree with the conduct of the children; that this one thing is wanting there is the testimony of the clergy to appeal to, who have daily and personal intercourse with them, and who complain of the want of this all-important element in their character.

There is nothing more painful in the examination of a school than to hear the ready, and, in many instances, excellent answers that the children give in reference to the letter of Scripture, and how glibly they will repeat the words "to be true and just in all my dealings," but at the same time to feel, from the constant tendency they have to practice deceit and fraud during the examination, how slight have been the efforts of their teacher to inculcate upon them the plain duty of being true and just in common things.

I cannot speak favourably of the way in which arithmetic is taught, or of the progress that the children make in it; the lower classes are generally very deficient, although the reverse will appear to be the case, unless great pains are taken to hinder them from copying. There is no subject in which an erroneous opinion is more likely to be formed in the examination of a school than on arithmetic, from the peculiar facilities which the children have of secretly assisting each other. I have almost always found it necessary to remain with a class during the whole time they are working their sums. An examiner may delude himself into the belief that he can prevent the children from copying by giving them different sums, and having done so, he may safely leave them and proceed with the examination of another class in a different part of the room; but no sooner is his eye turned away from the young arithmeticians than a few of the other more expert work the sums correctly, and pass the answers to their less skilful neighbours with a rapidity and secrecy which renders it difficult to detect them; it is not improbable that the teacher will be found hovering about the class and forthwith those telegraphic means of communication, the inquiring look, the slightly elevated slate on the one hand, the cheerful nod or angry frown on the other, will be established between teacher and children, the object of which is only too apparent.

Many of the elder boys are frequently returned by the master as learning mensuration; and when this has been the case, an opportunity has been afforded them of exhibiting their

progress in the subject; but, in the majority of cases, the knowledge acquired was very superficial, and not likely to be of much use to them hereafter, in consequence of their ignorance of the common principles of geometry, notwithstanding the beautifully ruled triangles and accurately formed circles which are triumphantly exhibited in their books by the master as direct proofs to the contrary. I have seldom found that those masters who are occasionally employed in measuring land ever give a practical instruction in mensuration, by permitting those boys who are learning it to accompany them whilst so employed, although such a course naturally suggests itself.

The writing on slates is generally good, that in the copy-books moderate. The teacher seldom watches the children whilst they are writing, in order to correct the way in which they hold the pen, and still less frequently are the copy-books criticised, and the errors in spelling, and faults in the formation of the letters pointed out. The copies are generally set by the master himself; and when he writes well, perhaps this is the best plan, as it tends to encourage the children in the belief that what he can do they can do. The following specimen, which I discovered in a copy-book, will serve to show that these copies are not always the most suitable:—

“made man, man made money”
 “made bees, bees made honey”
 “made Satan, Satan made sin”
 “made a place to put Satan in.”

The name of the Deity, which I have purposely omitted, was prefixed to each line in the original.*

Geography is generally taught in the upper classes of these schools, and some improvements have been introduced in the methods of teaching it. Occasional attempts are made to combine mere instruction in topography with information relative to the physical geography, the exports, and imports, the manners and customs of a country: that geography thus taught becomes doubly interesting and useful is obvious, and if, in addition, the teachers would illustrate their lessons on this subject by means of diagrams and sketches on the black board, indicative of the course of the rivers, the hill and valley systems, the relative positions of the principal towns in the children's

* I cannot undertake to say how far this ingenious combination of teaching the mechanical art of writing, and communicating religious truth will meet with the approbation of the writer in the National Society's monthly publication for May, 1850, in which the following copy slips are recommended:—*Moses was meek: Moses was very meek: Moses was a remarkably meek man:* at any rate there is much similarity in the idea of thus uniting religious with secular instruction. The merit of the invention, and of its exquisite simplicity, must, however, be conceded to the schoolmaster to whom I have first alluded, he having acted for many years in that capacity. I cannot report favourably of the success of the experiment, as his scholars were very deficient in religious knowledge.

own county,* and would mingle these illustrations with remarks on the occupations of the inhabitants, the nature and fertility of the soil, its minerals or strata, as compared with other counties, then instruction in geography would cease to be what it is now for the most part, a dry, uninteresting repetition of names of places and their position in the map, which are probably forgotten soon after the children have left school from the want of association in their minds with something in which they can take an interest. The little use that teachers make of the chalk and black board, otherwise than for setting copies and giving the children sums in arithmetic, is a significant proof how slight is their acquaintance with teaching as an art. It is not, indeed, surprising that masters or mistresses, who have not been instructed in the principles of drawing, should feel unequal to the work of thus illustrating their lessons in geography and other subjects; but it does appear singular that teachers who have not only been to training institutions, but who, whilst there, have had positive instruction and attained to some proficiency in the art of drawing, should afterwards turn it to so little account when they take charge of schools.

That instruction in composition forms an inconsiderable item in the ordinary routine of school work is evident, from the small number of children who are returned in Table (A) as writing abstracts on their slates, and the still smaller number who are doing the same on paper; and yet I have been surprised at the ready way in which children who have been fairly taught will express in their own language the substance of a prose narrative read to them once or twice, evidently showing they possessed the power of expressing themselves, and that it only needed development. I have frequently given an exercise of this sort to the first class in a school, by telling the children some story or fable, and requiring the substance of it to be expressed in their own words on the slates: if this exercise be done in a connected manner, with good writing and spelling, and a tolerable preservation of the leading points in the story, it may generally be inferred that the class has been intelligently taught in other respects. The foregoing exercise is one that is given to pupil-teachers at the close of the first year of their apprenticeship, and I know of none other of the kind that is more suitable as a preparatory step in composition; it is both an intellectual and mechanical exercise; as intellectual, it teaches the children to think, and to express themselves in their own language; as mechanical, it tends to improve them in spelling and writing, and so far as good reading may be considered mechanical, which in the case of children it probably is, it is an excellent exercise in this respect also, if the story be

read or narrated to them with correct emphasis and a just expression; for one way, and perhaps the principal way, to acquire the art of reading well (whether in the case of children or adults), is constantly to hear good reading and to try to imitate it.

The number of pupil-teachers in this district is 164 (116 boys, 48 girls).

Their progress, attention to duty, and general steadiness of conduct is highly satisfactory, and augurs well for their future usefulness. Only two have completed the fourth year of their apprenticeship.

In some parts of my district the pupil-teachers, with the concurrence of the clergy, have prepared certain portions of Scripture, the Catechism, and Book of Common Prayer, in which they were examined at the end of their respective years; the result of this, as exhibited in their written answers to the questions proposed, was very gratifying.

Whenever it was practicable, collective examinations of the apprentices have been held and their schools examined afterwards; a considerable saving of time has been thus effected. Pupil-teachers in the first and second year of their apprenticeship have been required to work two examination papers, one being set expressly for the purpose of testing their religious, the other their secular knowledge; the time allowed for the working these papers has been from 9 o'clock to 12, and from 2 o'clock until half-past 4; a third paper has been given to male apprentices in their third year, and an additional two hours and a half allowed for the working of it.

At a conference of Her Majesty's Inspectors in January, 1850, it was considered expedient that masters should have the option of substituting Euclid for the mixed mathematics required at the close of the third, fourth, and fifth year of the apprenticeship; it was too late to give any general notice of this in my district, as most of the apprentices who were in their third year had already made some progress in mechanics, but the substitution has been made in two schools with complete success, the various propositions that were given in the first book of Euclid being demonstrated with much facility.

Most of the masters now who have apprentices in their third year have concurred in the expediency of thus substituting Euclid; it is intended that the pupil-teachers should go through the first three books, and be thoroughly examined in them at the close of the apprenticeship, and from the result of the examination in this subject of the pupil-teachers in the schools to which I have alluded, I do not anticipate (the competency of the masters being supposed) any difficulty in their doing so.

Before concluding this Report, I beg to call your Lordships'

most serious attention to the difficulty with which funds are raised even under favourable circumstances for the support of these schools, in consequence of which the managers are unable to secure the services of competent teachers. It is true that, at the present time, good teachers can command high salaries, much higher than will be the case ere long, when the pupil-teachers having completed their time of training in normal schools will be ready to take charge of elementary schools, and thus cause the supply to bear a more even proportion to the demand: but, even when the relation between the services of teachers and their adequate recompense has found its level, I fear a great number of schools in my district will not be able to avail themselves of the services of this improved class of masters and mistresses, and must therefore remain (unless some means can be devised for their support) in the same feeble state as they have been for years, not only unable to produce any impression upon the population amongst which they are established, but positively injurious, so far as they have a tendency to induce the belief that, because there are school buildings and teachers, therefore, there must be education. These remarks have reference to a large class of schools, which having received aid from your Lordships, are therefore inspected and their state generally known; but besides these, and, as it were, in the background, there are a great number of elementary schools in each county of my district which have never invited inspection, and these constitute the majority. An adequate conception therefore of the low state of education in the East Midland District cannot be formed merely from a report of those which are under inspection, for, whatever may be their faults and imperfections, and these are many, I believe they exhibit education under a more favourable aspect than the elementary schools to which allusion has been made; amongst the latter there are of course those which are efficient, it would be unjust to suppose otherwise, but I have no hesitation in saying, these are few and far between, and that if they were examined and their state faithfully reported on, an amount of incapacity on the part of the teachers, and ignorance on that of the children, would be brought to light which would not tend to improve the educational picture.

But whilst calling your Lordships' attention to the inadequate support extended to these schools, it is only doing common justice to the clergy to observe how liberally they contribute to the same; it is almost impossible to describe the various ways in which a clergyman is thus taxed, not only in relation to the establishment but to the subsequent support of a school; if a new teacher comes down upon trial the clergyman most probably has to pay his expenses; if he require a portion of his salary before it becomes due, the clergy-

man must advance it ; if delay takes place in regard to the payment of a pupil-teacher's salary, again the clergyman must put his hand into his pocket ; books and apparatus are to be purchased, the clergyman must buy them ; had he no other calls upon him save those in connexion with the school, they would be sufficiently heavy ; but it is well known there are others which it would be needless to mention. I know one clergyman who contributes as much as 50*l.* per annum to his school, and who, although most anxious to have a pupil-teacher, could not avail himself of your Lordships' assistance, because the patron of the school refused to sign the agreement. In two other parishes the clergyman supports to a considerable extent four distinct schools ; these are not to be considered isolated cases, many more might be adduced if necessary.

It is not meant to be inferred from these observations that the laity are wholly indifferent to the cause of education ; there are those who contribute to schools most liberally, and who recognize their duty in this respect to its fullest extent, but they bear a very slight proportion to the number of those who do not feel that the possession of property brings with it corresponding duties, and the consequence is that the clergy are taxed beyond their means, being compelled to bear a burden a considerable portion of which ought, in common justice, to be borne by others. It is obvious the exigency of the case cannot be met by sacrifices on the part of the clergy thus partially aided by the laity, even were the State to double the sum that is now given from the public funds for educational purposes. It is not so much the establishment as the future support and maintenance of these schools that is the difficulty, and which cause so much additional care and anxiety to the clergy, from which they ought to be relieved in the administration of their parishes. I have at this moment before me a letter from a clergyman who is labouring in the midst of a large population, where it is natural to suppose there would not be much difficulty in supporting a school, in which, after describing the difficulty alluded to, he writes, "I very much doubt whether I should have attempted the matter (the building a school) had I been aware of the trouble I now find therefrom ; I hope something will be undertaken by Government on this subject in the next Session." I believe the dread of personal responsibility in reference to the maintenance of schools deters many clergymen from taking steps for the establishment of new ones and the improvement of others, where both the one and the other are most urgently needed. It is almost needless to call attention to the intimate connexion that exists between ignorance and crime, but in a table (*see Appendix*), for which I am indebted to the courtesy of the magistrates and the chaplain of one of the gaols in my district, that connexion is exhibited in a striking though not a novel light.

Now though there are different grades of society, each moving in different spheres, yet, in reality, we are all so closely bound up together for good or for evil, that it is impossible for one part of the community to suffer and the other not to suffer too, and all history, all experience tends to show that as there is no greater blessing that can happen to a country than to have the lower orders of society a well regulated and educated class, so can there be no greater curse than for them to be the reverse. There is no occasion to go very far from home to see this, a few hours' sail across the Irish sea will place any one in a position to ascertain the truth for himself. As therefore we are thus bound up for good or for evil, so that what is for the good of one is for the good of all, and if one part of the community suffer, the other part sooner or later must suffer too. Since the education of the labouring classes is of such vital importance to all, it certainly does not appear safe that the establishment or support of these schools, and, consequently, the degree of efficiency to which it is desirable they should be raised, should depend upon the ability, inclination, or particular opinion of one section of the community.

It is generally supposed there are few now who entertain any violent fears on the ground of over education; I believe the reverse to be the case. There are many both amongst the clergy and laity, who, although they might not like to acknowledge it, are practically well satisfied if the children in our National schools are taught reading, (only so much of it as will enable them to read their Bibles,) writing, and arithmetic.

I have before me a series of letters published by a clergyman in the year 1851, in which he remarks, with the sincerity of conviction, combined, it must be added, with all the boldness of ignorance, that popular education is one of the wildest delusions of the day; a bubble that must ere long burst; that the education given in days of old in the dames' day-school and village Sunday-school produced excellent fruits, inasmuch as there were sent forth from these seminaries of sound learning faithful and trustworthy servants, loyal and peaceable subjects, obedient and dutiful children, whilst the tendency of our new schools is to make the children instructed therein, heady, high minded, disobedient to parents, and without natural affection. I would not offer such an insult to the clergy as to suppose for one moment that they concur in these and similar views, destitute as they are, of common sense and contrary to experience; there must be very few who are thus prepared to maintain that our new schools have "most traitorously corrupted the youth of this realm," or who are of the same opinion as the Peruvian Inca, who founded schools for the upper classes only, and forbade, under heavy penalties, to teach the common people anything, lest they should become presumptuous, and should create disturbances in the State; but that the clergy, as a

body, are satisfied with a low standard of instruction cannot be denied, although they contribute most liberally to the support of schools. This support however freely extended, whilst it is only partially seconded by the efforts of the laity, does not, nor ever can provide for the education of the labouring classes on an adequate scale, even when the exertions of other religious bodies in the same cause are taken into consideration. The exigencies of the case cannot be met by voluntary contributions alone, some measure must be devised by which it shall be incumbent on all to promote that which is for the good of all, the extension of a wise and enlightened system of education.

There seems to be no method by which this can be so effectually done as by an educational rate; that such a scheme is, at least, worthy of consideration, has been shown by the proceedings at a large and influential meeting recently held in Manchester on the subject. It is to be expected, of course, that the proposition of a parochial rate for the better support of elementary schools will meet with opposition. Already a scheme of this kind as proposed by the writer of an able article in the "*Edinburgh Review*," for July 1850, has been termed *un-English*, repulsive, and its introduction an enormous evil. It is difficult to understand what is meant by the epithet *un-English*; if by the term is meant that the idea of an educational rate is new to this country, it must at once be admitted that such is the case. But it may be as well for those who feel afraid of the *un-English-like* character of a scheme of this kind, to consider whether some of our English ways of thinking and acting have been productive of so much good as to supersede the necessity of our being taught a lesson by others. It was an English way of thinking not so long since (there are many who think so now), that education would make the lower classes discontented with that station of life in which it had pleased God to place them; it was an old English custom to allow vast masses of men to herd together, and to grow up in ignorance and vice without making any effort for their moral or physical improvement; it is the English custom now to spend hundreds of thousands of pounds in building prisons, in supporting a costly penal establishment, but to lay out utterly inadequate sums, in comparison with what is needed, on the education of the people. Of these and other *English* customs we are now reaping the bitter fruits. In a short time there will be gathered together in England people from all parts of the civilized world, to witness an Exhibition which, combined with other objects, cannot fail to produce in the minds of our visitors an impression of the greatness, wealth, and resources of this nation; but whether, when they hear of the sum devoted to educational purposes, they will be of the opinion, that we are

not only a great, but a wise and understanding people, is somewhat doubtful.

But an educational rate has also been termed repulsive, and its introduction an enormous evil, nay, so repulsive, that the only aspect under which it can be looked upon with satisfaction is its repulsiveness, which is so great, that it must ensure its universal rejection. Vice and ignorance are repulsive, it is repulsive to one's feelings to know, that in a Christian country like this, there are thousands of our fellow-countrymen, who, in regard to right and wrong, scarcely know their right hand from their left, who live and die like the brutes that perish; no evil can be more enormous than this; but it is difficult to associate the idea of *repulsiveness* with a scheme which has for its object the further development and extension of measures already in operation for the welfare and improvement of these very people.

How far the country at large, and especially the clergy, are prepared to support or oppose an educational rate, should it eventually be brought before them, it is impossible to say; but it is evident that the matter is being gradually taken into

APPENDIX A.

SUMMARY No. 1.

* * The numbers in each of the following columns depend upon this first column. The not to be taken as complete Accounts

Number of Schools inspected between 1st November 1849 and 31st October 1850.*	Number of Children Accommodated at 6 square feet each.	Average Daily Attendance.	Number of Children present at Examination.	Number of Certificated Schoolmasters or Schoolmistresses.	Number of Pupil Teachers.	Per Centage* of Children learning												
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Arithmetic			
															Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.
196	30,138	16,762	15,928	26	143	11	96	21	3.47	7.77	13.6	34.3	20.85	23.34	2.59	3.51	8.6	9.78

* Taken on number present at examination.

consideration, and a feeling generated that more extensive measures must be adopted for the education of the labouring classes. Most unfortunate will it be if, on a great question like this, in which all are so deeply concerned, the clergy, who alone can give the movement a safe direction, should oppose it or stand aloof. Let us hope this will not be so. Only let the Church, when the time comes, throw her influence cordially and fearlessly into the scale in favour of the measure, and then, due provision being made for her distinctive teaching, but without doing violence to the religious scruples of others, there can be no fear of the result; she will then be in a position to fulfil one portion at least of her high destiny, by becoming in reality, what she is now only imperfectly and partially, the zealous and able co-operator with the State in the education and improvement of the people.

I have the honor to be, &c.,
J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SUMMARY No. 1.

results given being those of actual inspection, between 1st Nov. 1849 and 31st Oct. 1850, are of the Inspector's district.

as far as		Per Centage* of Children									Per Centage of Children aged							
		Writing						*Reading			7	8	9	10	11	12	13	14
		On Paper.		On Slates.				Books of General Information.	Holy Scriptures.	Easy Narratives.									Letters and Monosyllables.
Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.												
35.32	16.21	2.25	46.24	5.55	32.6	31.98	11.18	64.47	41.94	20.36	43.2	14.38	13.14	10.56	7.57	5.57	3.25	2.33

* Taken on number present at examination.

SUMMARY No. 2.

Having reference to 200 Schools.

Aggregate Annual Income, as stated by Managers.

From Local owment.	From Local Subscriptions.	From Local Collections.	From School- pence.	From other Sources.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
55 7 3	3,675 9 11	894 10 3	3,807 3 1	1,189 12 6½	11,012 3 0½

Aggregate Annual Expenditure, as stated by Managers.

Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	TOTAL.
£. s. d.	£. s. d.		£. s. d.
9,344 19 1½	792 13 11	1,328 10 9	11,516 3 9½

SUMMARY No. 3.

Name of County.	No. of Certificated Teachers.		No. of Pupil Teachers.	
	Male.	Female.	Male.	Female.
Lincolnshire . .	4	0	18	3
Nottinghamshire . .	7	0	31	8
Leicestershire . .	3	1	13	2
Derbyshire . . .	11	7	39	25
Northamptonshire .	1	1	15	0
	26	11	116	48

APPENDIX B.

Prisoners Committed from September 20, 1848, to September 29, 1849.	Prisoners Committed from September 30, 1849, to September 29, 1850.	Prisoners Committed from September 30 to December 31, 1850.		Prisoners Committed from September 20, 1848, to September 29, 1849.	Prisoners Committed from September 30, 1849, to September 29, 1850.	Prisoners Committed from September 30 to December 31, 1850.	
151 639 67	115 182 42	46 62 7	Neither read nor write. Read imperfectly. Read well.	112 345	86 250	20 94	Have distinct ideas of duty and punishment. Have not.
460	339	115	Total of the whole in each year.	457	336	114	Totals.
262 172 26	172 151 16	64 48 3	Cannot write. Write imperfectly. Write well.	.. .. ..	240 96 33	81 33	Can tell the difference between heaven and hell. Cannot.
460	339	115	Totals.	..	336	114	Totals.
.. ..	189 147	61 53	Pray sometimes. Never pray.	218 239	183 153	54 (6)	Know the months of the year. Do not.
..	36	114	Totals.	457	336	114	Totals.
367 90	263 73	90 24	Know the Saviour's name. Do not.	236 221	187 149	61 53	Know the Sovereign's name. Do not.
457	336	114	Totals.	457	336	114	Totals.
280 177	125 211	37 77	Know how they are to be saved. Do not know.	363 94	280 56	84 30	Know the name of their country. Do not.
457	336	114	Totals.	457	336	114	Totals.
85 41 331	55 34 247	19 9 86	Know the Commandments. Know them imperfectly. Do not know them at all.	88 369	79 257	23 91	Know the meaning of the words virtue and vice. Do not.
457	336	114	Totals.	457	336	114	Totals.
172 102 182 1	118 91 127 ..	33 26 55 7	Know the Belief. Know it imperfectly. Do not know it at all. Refused to repeat it.	373 84	262 74	91 23	Frequent beer-shops, on their own admission. Do not.
457	336	114	Totals.	457	336	114	Totals.
288 126 43	209 112 15	65 39 10	Know the Lord's Prayer. Know it imperfectly. Do not know it at all.	411 46	310 26	102 12	Can count a hundred. Cannot.
457	336	114	Totals.	457	336	111*	Totals.
39 48 370	26 42 266	3 9 102	Have a general knowledge of the Bible. Have a scanty knowledge of it. General ignorance of Scripture.				
457	336	114	Totals.				

NOTE.—In the years 1848-49 and 1849-50, three prisoners were discharged on their entering the prison, and in the year 1850 one was so discharged. Hence the reading and writing of these prisoners was only recorded, as they did not come before the chaplain.

* Another question put this year to ascertain the effect of instruction for Confirmation.

26 Confirmed by the Bishop.

88 Not.

*Alphabetical Index to following Tabulated Reports by Rev.
J. J. Blandford.*

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6 TABULATED REPORTS, in detail, for the Year 1850, by the Rev. J. J. BLANDFORD, Her Majesty's Inspector of Schools, &c.

LINCOLNSHIRE.					
NAME of SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	
	1850.			Attendance. In ordinary.	
1. Holbeach, Girls' . .	25 Jan. . .	54	30	30	1. Desks attached to side of room. 2. Deficient. 3. Four classes, under a mistress. 4. Bad. 5. The instruction is chiefly confined to religious subjects, of which the children were very ignorant; they could scarcely answer a question of the most ordinary kind; not a girl in the first or second classes read correctly a verse from the Book of Genesis or the Gospels; not one in the first class worked a sum in simple subtraction or multiplication; two in the second class did a sum correctly in simple addition; spelling bad; writing bad. 6. The school is not likely to improve under the present mistress.
2. Whaplode Drove, Mixed	28 Jan. . .	53	.	.	1. Desks attached to side of room. 2. Deficient. 3. Mixed, four classes under 2 master and mistress. 4. Moderate. 5. The standard of instruction is low; some of the girls in the first class answered nicely in Scripture and the Catechism; they had been well instructed in the latter; of everything else they were very ignorant; spelling bad; no grammar or geography; scarcely any knowledge of arithmetic. The lower classes are instructed by the mistress in a room in the clergyman's house; she has taken great pains with them, and they answered very nicely.
3. Finchbeck (East), Boys'	29 Jan. . .	36	28	30	1. Desks to side of room. 2. Moderate. 3. Four classes, under a master. 4. Fair. 5. The first class answered well in Scripture and geography; spelling bad; arithmetic moderate; deficient in writing numbers from dictation; second and third classes deficient in religious knowledge, wrote badly from dictation, and could do very little in arithmetic. 6. The master has only been three weeks in charge of his school.
" Girls'	"	42	35	26	1. Desks attached to side of room. 2. Deficient. 3. Four classes, under a mistress. 4. Fair. 5. The first class has been well instructed in the Catechism; spelling bad; arithmetic poor; no knowledge of grammar or geography.
4. Bicker, Boys'	30 Jan. . .	34	5	5	1. Desks attached to side of room. 2. Very deficient. 3. Three classes, under a master. 4. Bad. 5. A few boys answered nicely in Scripture, but the greater part exhibited great ignorance; spelling and writing bad; they were deficient in arithmetic; only two worked correctly a sum in simple subtraction, and one in compound multiplication; four boys were learning geography, of which they knew little or nothing; the second class was reading the Epistle to the Hebrews; 21 boys came free, the rest are farmers' children, who pay; the former have had scarcely any attention paid to them.
" Girls'	"	39	.	.	6. I cannot report favourably of the master, who considered the superintendence of the clergyman an interference.
5. March Chapel	5 Feb. . . . .	.	.	.	1. Very deficient. 2. Four classes, under a mistress. 4. Bad. 5. The instruction is chiefly confined to religious subjects, of which the children were deplorably ignorant; they could not answer a question of the most ordinary kind; the second class was reading the Epistles. 6. The mistress has been a long time in the school, but is ill qualified for her office.
		.	.	.	One of the Treasury schools which I was not invited to inspect, nor permitted to report on the state of building, towards which a grant of 60 <i>l.</i> was made from the public funds in 1838.

6. Cockerington	1 Feb.	In consequence of the managers being under the impression (an erroneous one, as it afterwards proved) that this school was not liable to inspection, I did not examine the children.
7. Skirbeck, Boys'	31 Jan.	71	66	71	83	1.	Desks attached to side of room. 2. Moderate. 3. Four classes, under a master and two monitors. 4. Fair. 5. Some of the boys in the first class answered nicely in the Catechism; reading and spelling bad; arithmetic moderate; imperfect knowledge of the parts of speech; writing in copy-books moderate; the second and third classes spelled very ill; only two boys in these classes worked correctly a sum in simple multiplication; out of 21 boys in the last class only one could tell me how many 9 and 6 were. 6. The master obtained his certificate of merit, but the state of his school does him no credit. 7. I can only report of this school that it is in the same inefficient state in which it has been every time it has been inspected; the present mistress is as incompetent as any of her predecessors.	
8. Binbrooke, Mixed	4 Feb.	50	.	.	46	1.	Desks attached to side of room. 2. Very deficient. 3. Four classes, mixed, under a mistress. 4. Moderate. 5. The standard of instruction is low, but the mistress, who has taken great pains, has succeeded, under many and great disadvantages, in improving her school. A Boys' school is greatly needed in this parish; there is a room for that purpose, but the funds are not sufficient to pay a master and mistress.	
9. Wold Newton, Mixed	"	33	6	10	35	2.	Deficient. 3. Four classes, under a master and sewing mistress. 4. Bad. 5. The instruction is chiefly confined to religious subjects, of which the children were very ignorant; five boys were learning arithmetic, and not one of them worked correctly a sum in simple subtraction. 6. One of the Treasury schools for girls and infants. I was not invited to examine the children. The building is not in good repair.	
10. Louth, Girls'	6 Feb.	.	45	40	80	1.	Desks attached to side of room. 2. Very deficient. 3. Mixed, under a master, assisted by his wife. 4. Bad. 5. Very deficient in religious knowledge; spelling and writing bad; scarcely any knowledge of arithmetic; only one worked a sum correctly in simple subtraction, and two in simple multiplication. Throughout the whole of the examination the children exhibited that carelessness and indifference which is the sure and certain sign of bad teaching.	
11. Beesby, Mixed	7 Feb.	37	12	7	33	1.	Gallery. 2. Some reading books have been introduced since the last inspection. 3. Mixed, under a master and sewing mistress. 4. Fair. 5. Knowledge of Scripture and Catechism moderate; reading moderate; spelling bad; only four worked a sum correctly in simple multiplication; deficient in putting down figures from dictation; the second class answered nicely in Scripture. 6. The master is an intelligent person, but he requires more training and reading to become an efficient teacher.	
12. Saleby, Mixed	7 Feb.	38	13	18	40	1.	Desks attached to side of wall. 2. Deficient. 3. Mixed, under a mistress. 4. Fair. 5. Some of the children in the first class answered nicely in Scripture, and had a fair knowledge of the map of England and Europe; spelling bad; very little knowledge of arithmetic. 6. The mistress has succeeded in improving her school under considerable advantages.	
13. Gayton-le-Marsh, Mixed	8 Feb.	18	6	6	20	1.	Desks attached to side of wall, and one desk in the middle of the room. 2. Fair. 3. Four classes, under a master. 4. Bad, no order or method. 5. The first class had a moderate knowledge of Scripture and the Catechism; arithmetic fair; spelling and writing fair; reading fluent, but no expression; some knowledge of grammar and geography; second class deficient in arithmetic, their attainments are very inferior to those of boys in the first class; upon the whole this school is in a more efficient state than many others of a similar character in this part of the county. 6. The master is a hard-working man; he should pay more attention to discipline. 7. The building has been much improved by the addition of lockers for the caps and bonnets, and of a room upstairs for the younger children.	
14. Huttoft, Boys'	11 Feb.	58	28	27	66	2.	Not sufficient. 3. Four classes, under a mistress and pupil-teacher. 5. The children have been nicely instructed in Scripture; spelling fair; reading fluent, but no expression; some knowledge of geography; the lower classes are deficient in arithmetic; in other respects an improvement has taken place. 6. The mistress takes pains with her school.	

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

LINCOLNSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
15. Skendelby, Mixed	1880. 12 Feb.	25	10	26	50	1. Gallery. 2. Deficient. 3. Four classes, under a master and mistress. 4. Fair. 5. Religious knowledge scarcely satisfactory; writing moderate; spelling bad; only four boys and one girl in the first class (consisting of 20) worked sums correctly in simple and compound rules, two only put down figures correctly from dictation; the second class was very ignorant; no grammar or geography. One of the Treasury schools which I was not invited to inspect. The building is in a better state of repair than at a preceding visit.
16. Orby	"	"	"	"	"	1. Gallery. 2. Moderate. 3. Mixed, consisting of boys, girls, and infants. 4. Fair. 5. Some of the children in the first class answered nicely in Scripture, and were generally intelligent; pains have been taken with the lower classes. 6. I did not see the mistress, who was unwell on the day appointed for the inspection.
17. Bolingbroke, Mixed	13 Feb.	39	16	88	45	The school has been closed for nearly two years, and the few boys who attended it have been sent to the other school. There is no adequate means of instruction in this village for boys.
" Boys'	"	"	"	"	"	
18. Teynton, All Saints, Boys'	14 Feb.	23	4	70	29	1. Very deficient. 2. In three classes, under a master. 3. The children were very deficient in religious knowledge; spelling and reading bad; only four boys could do anything in arithmetic; writing bad. 4. The master has no skill as a teacher.
" Girls'	"	16	9	16	16	2. Very deficient. 3. In three classes, under a mistress. 5. Three of the girls had a better knowledge of Scripture than the boys in other respects; they were equally ignorant, not one of them could do a sum correctly in simple subtraction or multiplication; spelling bad; writing moderate. 6. The mistress declined to give a lesson to the children.
19. Halton Holgate, Mixed	14 Feb.	46	"	10	55	3. Mixed, under a master. 4. Fair. 5. The first class answered nicely in Scripture, wrote fairly from dictation, with tolerable spelling; reading moderate; writing moderate, but copy-books neat and clean; arithmetic very fair as far as compound rules; the second class had been well instructed in Scripture; they should improve in arithmetic; the progress of the children is quite satisfactory when the time during which they have been under instruction is taken into consideration. 6. The master has been working hard in his school, and with perseverance is likely to do well.
20. Legby, Mixed	15 Feb.	17	"	"	20	2. Deficient. 3. Mixed, under a mistress. 4. Bad. The school has been such a short time in operation that the ignorance of the children cannot be fairly imputed to the mistress.
21. Tealby, Mixed	18 Feb.	18	"	"	21	1. The school-room is a dirty, cheerless place. 2. Very deficient. 3. Mixed, under a mistress. 5. This is no better than a dame's school; the average attendance is only 20; the school district comprises a population of 900. A new school-room and a competent teacher are greatly needed.

1. Gallery. 2. Deficient. 3. Four classes, under a master and mistress. 4. Fair. 5. Religious knowledge scarcely satisfactory; writing moderate; spelling bad; only four boys and one girl in the first class (consisting of 20) worked sums correctly in simple and compound rules, two only put down figures correctly from dictation; the second class was very ignorant; no grammar or geography.

One of the Treasury schools which I was not invited to inspect. The building is in a better state of repair than at a preceding visit.

1. Gallery. 2. Moderate. 3. Mixed, consisting of boys, girls, and infants. 4. Fair. 5. Some of the children in the first class answered nicely in Scripture, and were generally intelligent; pains have been taken with the lower classes. 6. I did not see the mistress, who was unwell on the day appointed for the inspection.

This school has been closed for nearly two years, and the few boys who attended it have been sent to the other school. There is no adequate means of instruction in this village for boys.

2. Very deficient. 3. In three classes, under a master. 5. The children were very deficient in religious knowledge; spelling and reading bad; only four boys could do anything in arithmetic; writing bad. 6. The master has no skill as a teacher.

2. Very deficient. 3. In three classes, under a mistress. 5. Three of the girls had a better knowledge of Scripture than the boys, in other respects they were equally ignorant, not one of them could do a sum correctly in simple subtraction or multiplication; spelling bad; writing moderate. 6. The mistress declined to give a lesson to the children.

3. Mixed, under a master. 4. Fair. 5. The first class answered nicely in Scripture, wrote fairly from dictation, with tolerable spelling; reading moderate; writing moderate, but copy-books neat and clean; arithmetic very fair as far as compound rules; the second class had been well instructed in Scripture; they should improve in arithmetic; the progress of the children is quite satisfactory when the time during which they have been under instruction is taken into consideration. 6. The master has been working hard in his school, and with perseverance is likely to do well.

2. Deficient. 3. Mixed, under a mistress. 4. Bad. The school has been such a short time in operation that the ignorance of the children cannot be fairly imputed to the mistress.

1. The school-room is a dirty, cheerless place. 2. Very deficient. 3. Mixed, under a mistress. 5. This is no better than a dame's school; the average attendance is only 20; the school district comprises a population of 900. A new school-room and a competent teacher are greatly needed.

Ucleby, Mixed	19 Feb.	69	1. Desks attached to side of room. 2. Deficient. 3. Mixed, three classes under a master. 4. Moderate. 5. Deficient in religious knowledge, particularly the boys; reading, spelling, and arithmetic bad; only one boy could put down figures correctly from dictation; 11 children were learning grammar, but only one could point out the parts of speech; the first class had some knowledge of the map of England; the second class, most of whom were in the school at the preceding inspection, were very deficient in religious knowledge, and not one could do a sum in simple subtraction.
Barton, Boys	20 Feb.	33	1. Desks attached to side of room. 2. Deficient. 3. In four classes, under a master. 4. Moderate. 5. The standard of instruction is low; three in the first class answered nicely in Scripture, the rest were deficient in religious knowledge; spelling bad; writing moderate; arithmetic very indifferent, one boy excepted. second class ignorant of Scripture; reading and spelling bad; they could do nothing in arithmetic. 6. The master was very unwell on the day appointed for the inspection.
Girls	"	31	1. Desks attached to side of room. 2. Moderate. 3. In four classes, under a master. 4. Moderate. 5. Four boys in the first class answered nicely in the Catechism, the remaining eight scarcely answered a question; spelling bad; arithmetic indifferent; writing moderate; very little knowledge of geography, and none of grammar; eight boys in the second class did a sum correctly in short division; the children in the third class were very ignorant.
Winterringham, Mixed	21 Feb.	56	I have nothing further to report of this school than that the instruction is chiefly confined to religious subjects, and that the children could scarcely answer a single question of the most ordinary kind in Scripture. The Infant school is closed, owing to a deficiency of funds.
Winterton, Boys	22 Feb.	83	1. Desks attached to side of wall. 3. Mixed at present, but a mistress is about to be appointed. 4. Fair. 5. The children are well instructed in Scripture, the Catechism, Liturgy, and Articles; the first class passed a creditable examination; lower classes improved, but still deficient in arithmetic; writing in copy-books moderate. The school is actively superintended by the clergyman, to whom much of its present efficiency is owing.
Girls	"	78	1. Desks attached to side of room. 2. Deficient. 3. Five classes, under a master. 4. Somewhat improved; school not so noisy as at a preceding inspection. 5. First class deficient in religious knowledge; spelling and reading moderate; arithmetic fair, as far as simple rules; but the children were deficient in putting down figures from dictation; writing moderate; second class ignorant of Scripture; spelling and reading bad; not one was able to do a sum correctly in simple subtraction; copy-books blotted and full of mistakes; lower classes ignorant of Scripture. 6. The master works hard in his school, but without assistance he cannot produce commensurate results. Pupil-teachers should be appointed in this school.
Willoughton, Mixed	23 Feb.	25	1. Separated from boys by a curtain. 2. Deficient. 3. In five classes, under a mistress, assisted by the master. 4. Moderate. 5. Knowledge of Scripture scarcely satisfactory; reading fair; spelling bad; very little knowledge of arithmetic; no geography or grammar.
Kirton-in-Lindsey, Infants	"	104	1. Desks attached to side of room. 2. Very deficient. 3. Four classes, under a mistress. 4. Moderate. 5. The children were very deficient in religious knowledge, even of the most ordinary kind; the greater part of the first class could not repeat the Ten Commandments; not one could put down easy numbers from dictation, or do a sum correctly in simple subtraction; only one child in the first class knew the name of the Queen.
Wrawby-cum-Brigg, Boys	26 Feb.	41	An Infant school, under a master, assisted by his wife. Great pains have been taken with the children; but they have been taught too much by rote.
Girls	"	42	1. Desks attached to side of room. 2. Fair. 3. Three classes, under a master and an assistant. 6. The master has been recently appointed; he had not arrived on the day of inspection. 7. The school has been under great disadvantages, in consequence of a change of masters.
	"		1. Desks attached to side of room; room separated from that of the boys' by a wooden screen. 2. Deficient. 3. Four classes, under a mistress and pupil-teacher. 6. The mistress had not had time to effect any improvement.

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

LINCOLNSHIRE—continued.									
NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.				
31. Messingham, Mixed	1850. 27 Feb.	86	3	46	.	1. Desks attached to side of room; ventilation bad. 2. Moderate. 3. Mixed, under a master and pupil-teacher. 4. Improved. 5. The religious knowledge of the first class was scarcely satisfactory; six children in this class did well in arithmetic, and wrote nicely from dictation, with correct spelling; the whole class answered fairly in geography; the second class wrote ill, spelled badly, and were deficient in arithmetic. 7. The school has increased greatly since the preceding inspection; but the number of little children is a drawback to the exertions of the master, who has taken considerable pains for the improvement of his school.			
32. Bottesford, Mixed	"	40	.	.	44	1. Desks attached to side of room. 3. Mixed, under a master, assigned by a sewing mistress. 4. Moderate. 5. Religious knowledge not satisfactory; spelling bad; three boys in the first class worked out as fairly in compound rules; the rest could do little or nothing; writing very moderate. 6. The present master has only been two months. The school has not long been established.			
33. Pinchbeck, West, Mixed	19 Nov.	52	.	.	51	1. Well arranged, with class-room. 3. Mixed, in four classes, under a master and pupil teacher. 4. Good. 5. This school has only been in operation six weeks, but it already promises well; and under the active superintendence of the clergyman it will prove a real blessing to the parish for whose benefit it has been established. 6. A church, parsonage, and schools have recently been built in this village at the expense, in a great measure, of the Rev. W. Wayer, incumbent of Pinchbeck (East).			
34. Scotter, Boys	28 F	32	18	27	60	1. Desks attached to side of room. 2. Moderate. 3. Under a master, assisted by monitors. 4. Bad. 5. The knowledge of Scripture exhibited by the first class was not very satisfactory; spelling, reading, and writing in copy-books moderate; arithmetic moderate; some knowledge of the geography of England; the second class was very ignorant of Scripture, and could do little or nothing in arithmetic, with the exception of one boy, who worked correctly a sum in simple multiplication. 6. I cannot report favourably of the master's skill as a teacher.			
" Girls	"	31	27	32	28	There is nothing to report of the Girls' school, save the lamentable ignorance they exhibited of every subject in which they were examined: there were girls in the first class of 13, 14, and 15 years of age. I have never been in a school where girls of such an age passed so bad an examination.			
35. Northorpe, Mixed	1 Mar.	30	.	31	29	2. Deficient. 3. Mixed, under a master. 4. The children were very ignorant of Scripture; they could scarcely answer a question. 6. The master, who is also parish clerk, informed me he never questioned the children on the meaning of what they read. The school has not long been established.			
36. Blyton, Mixed	"	46	12	19	30	Desks attached to side of room. 2. Very deficient. 3. Mixed, under a mistress. 4. Fair. 5. The children were ignorant of Scripture and of the Catechism; some girls in the first class had been two years in the school, and they could			

37. Epworth, Mixed . . .	4 Mar.	72	21	111	65	not work correctly a sum in simple subtraction or addition ; reading fair ; spelling and writing bad. 6. Mistress about to leave.
38. Welton-le-Wold, Mixed . . .	1849. 16 Nov.	95	46	70	95	1. Desks attached to side of room. There is a room for a Boys' school, but is only used on Sunday. 2. Fair. 3. Five classes, under a mistress. 4. Good. 5. Knowledge of Scripture and of the Catechism moderate ; reading fair ; they should improve in writing and arithmetic ; singing good ; great pains have been taken in regard to the singing. 6. The mistress is an intelligent person.
39. Owston, Mixed . . .	1850. 5 Mar.	77	30	57	86	1. Desks attached to side of room. 2. Fair supply of books. 3. Mixed, under a master, assisted by his wife ; the latter gives instruction in sewing, and teaches the junior classes. 4. Fairish. 5. The religious knowledge of the first class was very fair ; they had some knowledge of grammar and geography, but were deficient in spelling and arithmetic, particularly in writing figures from dictation : upon the whole the school has improved since the preceding inspection. 6. The master is an intelligent man, earnest, and likely to do well.
40. Gainsborough, Boys'	6 Mar.	152	66	76	146	1. Desks attached to side of room. 2. Deficient. 3. Mixed, in five classes, under a master. 4. Very bad ; the children are disagreeably rude and rough in their manners. 5. The boys in the first class were ignorant of Scripture and of the Catechism ; reading and spelling bad ; arithmetic moderate : four boys in the first class were learning geography and grammar ; they had a fair knowledge of the map of England, and could very imperfectly point out the parts of speech in a sentence : the second class was very ignorant of Scripture ; they could scarcely answer the simplest question ; not one worked a sum in simple subtraction, or could put down easy figures from dictation. The school is in a very inefficient state, both as regards discipline and the character of the instruction.
41. „ Girls' . . .	7 Mar.	74	23	70	70	1. Parallel desks. 3. Seven classes, under a certificated master and three pupil-teachers. 4. Good. 5. The first class answered nicely in Scripture ; reading fair ; spelling moderate ; arithmetic moderate ; but improved ; good knowledge of geography and grammar ; writing in copy-books moderate ; more than half the first class wrote a good abstract on their slates ; the second class had a satisfactory knowledge of Scripture ; arithmetic improved, particularly in writing figures from dictation ; nine wrote a good abstract ; fair knowledge of geography and of the parts of speech ; spelling bad : the third and lower classes should improve in arithmetic ; in other respects they answered creditably. A decided improvement has taken place since the last inspection. 6. The master, who has obtained his certificate, has been successful in his school.
42. Marton, Mixed . . .	„	35	•	•	55	1. Desks attached to side of room. 2. Deficient. 3. Four classes, under a mistress. 4. Fair. 5. The first class answered nicely in Scripture and the Catechism. 6. The mistress has only recently been appointed ; she is very anxious to improve her school, which has suffered much from a change of teachers.
43. Saxilby, Boys' . . .	8 Mar.	77	•	•	90	1. Desks attached to side of room. 2. Deficient. 3. Mixed, under a master. 4. Bad. 5. Imperfect knowledge of Scripture and the Catechism ; not one boy did a sum correctly in simple subtraction or multiplication ; spelling and writing in copy-books bad.
44. Owmby, Girls' . . .	11 Mar.	9	1	1	8	1. Gallery, with parallel desks. 2. Fair. 3. Four classes, under a master and three pupil-teachers. 4. Improved. 5. The first class answered well in Scripture and the Catechism ; knowledge of geography and grammar good ; arithmetic excellent ; writing moderate ; spelling improved ; reading correct, but deficient in expression : the lower classes should improve in spelling and arithmetic ; in other respects they passed a creditable examination. 6. The master obtained a high certificate of merit at one of the Easter examinations. He has laboured hard, not only for his own improvement, but for his pupils ; and he has been successful in both respects.
	„	60	12	25	57	1. Desks attached to side of wall. 2. Deficient. 3. Under a mistress and one pupil-teacher. 4. Fair. 5. School improved since the preceding inspection, and I hope it will continue to do so, as there is abundant room for further improvement.
	„	9	1	1	8	1. Desks attached to side of wall. 2. Deficient. 3. There is only an average attendance of 8 girls ; 11 boys were present on the day of inspection. There is in reality no Boys' school in this place ; they go to a neighbouring school at Northmanby, and the girls of that parish go to the Owmby school. The children were very ignorant.

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—*continued*.

LINCOLNSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
		1. Desks and Furniture. 3. Books and Apparatus. 3. Organization. 4. Discipline. 5. Instruction. 6. Master and Mistress. 7. Special.				
45. Coningsby	1850. 12 Mar.	.	.	.	.	One of the Treasury school, which, in the absence of the clergyman, I did not inspect.
46. Wellingore, Boys' .	13 Mar.	29	.	.	31	1. Desks attached to side of room. 2. Very deficient. 3. In three classes, under a master. 4. Bad. 5. The children are very ignorant of Scripture, to which the instruction is chiefly confined; few in the first class could write with ease on their slates; not one could work correctly a sum in simple subtraction, or write easy figures from dictation. The average attendance is 31 out of a population of 800. 6. The master is about to leave.
47. Heckington, Boys' .	14 Mar.	26	13	21	30	1. Desks attached to side of room. 2. Deficient. 3. In three classes, under a master. 4. Moderate. 5. Knowledge of Scripture and Catechism not satisfactory; spelling bad; writing moderate; arithmetic very moderate.
" Girls'	"	25	10	19	26	1. Desks attached to side of room. 2. Deficient. 3. In three classes, under a mistress. 5. The girls had a better knowledge of Scripture than the boys; in all other respects they were equally deficient.
48. Burton Pedwardine, Mixed	"	.	2	2	14	1. The school is held in a house. 2. Moderate. 3. Mixed, under a mistress. 4. Fair. 5. This does not aspire to be higher than a Dame's school, but the children are nicely instructed, for which they are indebted to the clergyman and to the mistress.
49. Grantham, Boys' . .	15 Mar.	299	102	154	256	1. Parallel desks; better ventilation greatly needed. 2. Fair. 3. In nine classes, under a master and six pupil-teachers. 5. First class—good knowledge of the Scriptures and Catechism; reading and spelling good; arithmetic very fair; fair knowledge of English history; grammar moderate; good knowledge of the map of Europe and England, including the physical geography of the two countries. Second class—well instructed in Scripture, read nicely, and passed a creditable examination in arithmetic and geography; some knowledge of grammar and of English history; this class should improve in spelling. The third and fourth classes also passed a creditable examination. One whole day was devoted to the examination in spelling; this school; but notwithstanding this I was not able to examine the seventh, eighth, and ninth classes so thoroughly as I wished; nevertheless it was very evident that they had improved. 6. The master is a hard-working man and a good teacher. The improved state of this school, to which the apprenticeship of pupil-teachers has in no slight degree contributed, does him great credit.
50. " Infants'	17 Mar.	59	86	131	119	1. Two rooms and a gallery. 2. Deficient. 3. Under a master and mistress. 5. Not more than half the school was present on the day appointed for the inspection, in consequence of an annual fair which was held in the town.
51. Barkstone, Mixed .	18 Mar.	.	.	.	.	Shut up on account of the fair, which was held at Grantham.
52. Spittlegate, Girls' .	19 Mar.	.	.	.	.	Shut up for the same reason as the foregoing.

53. Colsterworth, Mixed	20 Mar.	116	15	21	30	1. Desks attached to side of wall. 2. Moderate. 3. Mixed, under a master, assisted by his wife and two pupil-teachers. 4. Fair. 5. First class—answered well in Scripture and in the Catechism; spelling fair; reading moderate; fair knowledge of geography and grammar; arithmetic good. The lower classes have improved since the previous inspection, but they are deficient in arithmetic and spelling.
54. Uffington, Boys and Girls	21 Mar.	73	.	.	80	1. A well-built and nicely-arranged school, erected at the expense of Lord Lindsay. 2. Fair. 3. Boys and girls in one room, under a master and mistress. 4. Fair. 5. The progress of the children has been satisfactory, when the time during which they have been under instruction is taken into consideration.
55. Spalding, Boys	22 Mar.	96	65	47	108	1. Desks attached to side of room. 2. Moderate. 3. In six classes, under a master and one pupil-teacher. 4. Fair. 5. First class—religious knowledge moderate; arithmetic, spelling, and writing moderate. The lower classes have been much neglected. 6. The present master, who has obtained his certificate, has only been two months; the school seems likely under him to become efficient. His predecessor neglected the pupil-teacher and the school.
" Girls	"	.	40	46	100	1. Desks attached to side of wall. 2. Deficient in maps. 3. In six classes, under a mistress and monitors. 4. Fair. 5. The first class passed a good examination in Scripture and in the Catechism; spelling and writing fair; good knowledge of the geography of Europe. There is great room for improvement in every respect in regard to the lower classes. 6. The apprenticeship of a pupil-teacher would be of great benefit to the school.

NOTTINGHAMSHIRE.

56. Nottingham (Trinity) Boys	26 Mar.	180	111	101	203	1. Raised parallel desks. 2. Fair. 3. In three divisions, subdivided into classes, under a master and five pupil-teachers. 4. Improved. 5. The first class answered well in Scripture; spelling and arithmetic moderate; a few boys were learning algebra, but they had made little progress; good knowledge of geography. 6. Second class—few answered nicely in Scripture; arithmetic and spelling bad; good knowledge of geography. The lower classes are deficient in spelling and arithmetic. 6. The master has been working hard in his school, but he has attempted to do too much, and has not succeeded; he has obtained his certificate of merit.
" Girls	27 Mar.	99	122	28	62	1. Raised parallel desks. 2. Moderate. 3. In four classes, under a mistress and two pupil-teachers. 4. Fair. 5. The school for some time during the past year has been without a mistress, and was conducted by the pupil-teachers; when this is taken into consideration, the children passed a fair examination in arithmetic excepted; the first class had a good knowledge of the map of England and Palestine; spelling moderate. 6. The mistress, who was trained at Cheltenham, has obtained her certificate of merit. 7. There is great difficulty in retaining the children in this school in consequence of the great demand for girls to assist in the lace and cotton-mills in Nottingham. 8. The school is a very fair infant school, which serves a valuable auxiliary to the preceding schools. The mistress is an intelligent teacher; she has two assistants; discipline good and maintained with ease.
" Infants	28 Mar.	170	80	120	170	1. Parallel desks. 2. Fair. 3. In five classes, under a master and five pupil-teachers. 4. Bad. 5. First class—fair knowledge of Scripture and Catechism; good knowledge of English history and geography; arithmetic fair; some knowledge of etymology; spelling moderate, reading moderate. 6. Second class—moderate knowledge of Scripture; knowledge of arithmetic scarcely satisfactory for the second class; deficient in spelling and reading; the discipline of this class is bad, but the pupil-teacher has not that control over it which he ought to have. The lower classes have improved. 6. Certificate of merit.
57. Lenton, Boys	15 Apr.	133	105	107	138	1. Parallel desks. 2. Fairish. 3. In five classes, under a mistress assisted by one pupil-teacher and monitors. 4. Deficient. 5. First class answered nicely in Scripture and Catechism; reading and arithmetic moderate; spelling bad; the first and second classes answered fairly in grammar and geography. An improvement has taken place since the preceding inspection. 6. The mistress works hard in her school.
" Girls	10 Apr.	99	91	96		

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—*continued*.

NOTTINGHAMSHIRE—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children			
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In attendance.
38. Nottingham, St. Mary's, Boys' . . .	1850. 26 Apr.	84	.	.	90
GENERAL OBSERVATIONS.					
1. Desks and Furniture. 2. Books and Apparatus. 3. Organisation. 4. Discipline. 5. Instruction. 6. Master and Mistress. 7. Special.					
59. „ Girls' . . .	10 Apr.	102	116	184	110
„ Infants' . . .	11 Apr.	160	250	290	160
60. Carrington, Boys' . . .	12 Apr.	84	.	.	105
61. Nottingham, St. John's, Boys' . . .	26 Apr.	116	127	185	120

1. A dirty, cheerless room, much out of repair. 2. The stock of books consists of dirty and tattered Bibles, with some of Trimmer's Abridgments, a number of broken slates, and a few maps, much too small for class instructions. 3. In five classes, under a master, assisted by monitors from nine to ten years of age, who are as ignorant as the classes they are supposed to instruct. 4. The instruction is confined to reading in the Bible, writing, and arithmetic; all the children in the school (one boy in the first class excepted) were miserably ignorant of Scripture; only one boy in the first class worked a sum in simple subtraction correctly; spelling and reading very bad; copy-books dirty, blotted, and full of mistakes. Such is the condition of the National School of Nottingham, and this is the state it has been in for a long period.

1. Desks attached to side of room. 2. Deficient. 3. In five classes, under a mistress assisted by monitors. 4. Fair. 5. The instruction is chiefly confined to Scripture, of which the children had not a satisfactory knowledge; arithmetic poor; only one girl worked a sum correctly in simple multiplication; only the four monitors have any knowledge of geography or grammar. I regret I cannot report any improvement since the preceding inspection.

1. Gallery. 2. Very deficient; the stock of books and apparatus consists of a few reading-boards, slates, and Bibles. 3. The school is conducted by a mistress, an assistant, and monitors. 4. Fair. 5. A few boys in the first class answered well in Scripture; none could do a sum in simple addition; the instruction given is of the most mechanical kind; no attempt has been made to cultivate the intelligence of the children. The two upper classes consist of children who are much too old for an infant school, yet they remain in it, only because the mistress has the school to which they can be sent. 6. The mistress would improve her school if she had some efficient help; as it is, she has to struggle on under every disadvantage.

1. Desks to side of wall. 2. Fair. 3. In five classes, under a master and two pupil-teachers. 4. Bad. 5. The children are very deficient in religious knowledge, a defect which was pointed out to the master at a preceding examination. The first and second classes passed a fair examination, reading excepted. The lower classes were very ignorant, and have not had much care or attention bestowed upon them. The apprenticeship of pupil-teachers has not produced that beneficial effect upon the school which was anticipated. 6. A new master has been appointed, but who probably will not continue.

1. Four rows of parallel desks. 2. Fair. 3. In six classes, under a master assisted by monitors. 4. Fair. 5. The first class answered nicely in Scripture and the Catechism; arithmetic fair; writing in copy-books moderate; some knowledge of English history, grammar, and geography; the children should improve in reading. The lower classes have had pains taken with them, and answered intelligently. 6. The master has only been nine months, his school has greatly increased in numbers during that period; the school had evidently been neglected prior to his appointment, the number on the books being only 60.

Girls' and Infants'	29 Apr.	132	46	70	120	1. Moderate. 2. Moderate. 3. In four classes, under a mistress and monitors. 4. Fair. 5. Knowledge of Scripture scarcely satisfactory; not more than four could write figures correctly from dictation, or work a sum correctly in simple subtraction; some knowledge of geography. 6. The mistress, who has been for six months at the House and Colonial Institution, has been eight months in charge. Many of the children in the lower classes ought to be in the Infant school, over which no regular mistress has yet been appointed.
62. Leon Green, Mixed	30 Apr.	73	.	.	74	1. Desk attached to side of wall. 2. Fair supply of maps; more books required. 3. In four classes, under a master; there are a few girls, but the school consists chiefly of boys. 4. Fair. 5. A slight improvement has taken place since the last inspection, but the children are still very ignorant of Scripture, spelled badly, and could do little in arithmetic. Several children in the lower classes had never even heard of the Saviour, and did not know a single circumstance connected with Him. 6. The master has been for a short time in charge; prior to his appointment the school had been closed for three months. 7. The position of the privies is highly objectionable.
63. Radford, Boys'	1 May	74	40	66	70	1. Desks attached to side of wall. 2. More Bibles required. 3. In four classes, under a master and one pupil-teacher. 4. Fair. 5. Moderate knowledge of Scripture; deficient in arithmetic, spelling, and writing; some knowledge of geography and grammar. The second class has slightly improved, but the children in it are deficient in arithmetic and spelling. The third class are very deficient in writing figures from dictation. 6. Not the slightest improvement has taken place since the preceding inspection. The mistress is incompetent, and there seems to be no funds to provide a better.
64. Basford, Boys'	2 May	78	84	100	64	1. Desks attached to side of wall. 2. Moderate. 3. In four classes, under a master assisted by monitors. 4. Fair. 5. A few boys in the first class answered nicely in Scriptures and the Catechism; spelling and reading bad; 7 out of 23 wrote figures correctly from dictation; 3 out of the same number worked a sum correctly in multiplication; they could therefore do very little in arithmetic; some knowledge of grammar and of the geography of England. The second class had a slight knowledge of the geography of Palestine, but could answer very few questions in Scripture; and only 3 worked a sum correctly in simple multiplication. Ignorant as the children are, some improvement has taken place since the preceding inspection. 6. The master has been working hard in his school. This is almost an Infant school; there is no regular mistress; the school has a bare existence.
65. Arnold, Mixed	3 May	106	.	.	.	1. Ill arranged. 2. Very deficient in books and apparatus. 3. Boys, girls, and infants, under a mistress assisted by a monitor. 4. Bad. 5. The children were very ignorant of Scripture and the Catechism; scarcely any could write from dictation, or do anything in arithmetic; writing bad. 6. This school has been useless as to any good arising from it as a means of education; there has been a succession of mistresses, none of whom has, in the slightest degree, raised the character of the school, which is situated in the midst of a dense and ignorant population in the neighbourhood of Nottingham.
Sneinton	.	.	.	.	.	One of the Treasury schools, which I was not invited to inspect.
66. Ruddington, Mixed	6 May	83	.	.	.	1. The room is too small for the number of children in daily attendance. 2. Fair supply of maps. 3. Mixed, under a master. 4. Fairish. 5. The master has been successful in his school when the short time during which he has been in charge is taken into consideration.
67. Southwell (National), Boys'	7 May	86	57	100	101	1. Desks attached to side of wall. 2. Moderate. 3. In five classes, under a master and monitors. 4. Fair. 5. First class answered nicely in Scripture and Catechism; arithmetic moderate; deficient in writing figures from dictation; grammar moderate; fair knowledge of geography and English history. The lower classes have had care and pains bestowed upon them. 6. The master, who had charge of the workhouse-school, is an intelligent, hard-working man; he has increased the efficiency of this school.
68. Southwell, Trinity Church, Infants'	8 May	85	.	.	.	The discipline is fair, and upon the whole an improvement has taken place since the preceding examination. The children have been nicely instructed in Scripture. There is another room, which is only used on Sunday.

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

NOTTINGHAMSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children					GENERAL OBSERVATIONS.	
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.			
	1850.							
69. Balderton, Boys' . .	10 May	56	5	24	52		1. Raised parallel desks. 2. Fair. 3. In four classes, under a master. 4. Fair. 5. The standard of instruction has been raised, and there is more life in the school than heretofore; the boys are still deficient in arithmetic and spelling. The improvement appears to be chiefly owing to the exertions and active superintendence exercised over the schools by the curate. A slight improvement, but not so visible as that in the Boys' school, has taken place since the preceding examination; the children are deficient in religious knowledge, arithmetic, and spelling.	
70. Lowdham, Mixed .	9 May	138	16	49	142		1. Gallery at one end of room. 2. Not sufficient. 3. In five classes, under a master, assisted by his wife. 4. Bad. 5. The first class answered nicely in Scripture and the Catechism; the knowledge of the lower classes in regard to Scripture was very limited; the whole school is deficient in arithmetic and spelling; some knowledge of English history; grammar and geography moderate. 6. The master's exertions have been impeded in consequence of the great number of infants and the small size of the room.	
71. Newark, Christchurch, Boys' . .	11 May	103	14	151	107		This school has not been long established; its progress has been satisfactory. The master seems likely to do well. It is fitted up with parallel desks. The Girls' school is inferior to that of the Boys'.	
72. " Girls' . .	"	77	29	150	89		1. Gallery. 2. Not sufficient. 3. Under a mistress. 4. Fair. 5. The children did not answer well in Scripture; but several of the elder girls had recently left the school. 6. The mistress has taken pains with the school, and has met with some measure of success.	
72. " Infants' . .	8 May	88	120	149	82		1. Desks to side of wall. 2. Deficient. 3. Mixed, under a master. 4. Fair. 5. Instruction chiefly confined to religious subjects; writing in first class fair; spelling bad; reading moderate; the children could do scarcely anything in arithmetic; not one in the second class could write 1,000 from dictation; no instruction given in geography or grammar. 6. Skill as teacher moderate.	
73. Coddington, Mixed .	13 May	29	14	1	30		1. Desks to side of wall, and one moveable desk. 2. Fair. 3. In six classes, boys, girls, and infants, under a master, his wife, and two pupil teachers. 4. Very good; as a proof of this, very nearly the whole school was present, although the day appointed for the inspection was May fair, a day on which most schools in the neighbourhood of Newark are closed, in order that the children, with their friends, may go to the fair, which is held at that town. 5. First class—answered well in Scripture and the Catechism; arithmetic and spelling good; all in the first class wrote a good abstract, and answered creditably in English history, geography, and grammar. The lower classes have been well instructed in Scripture, and are intelligently taught in other respects. The little ones are taught with considerable skill by the wife of the master; she is a valuable assistant to her husband. 6. Certificated; an earnest, good teacher.	
74. Collingham, Mixed .	14 May	75	63	86	85			

1. Parallel desks. 2. Not sufficient; in the second and third classes there was only one reading-book to every two boys. 3. In four classes, under a master and one pupil-teacher. 4. Fair. 5. The first class passed a fair examination; the lower classes a bad one. Not a boy in the second class could write figures correctly from dictation, or do a sum in division, multiplication, or subtraction. This class had only just commenced grammar and geography; the boys of which it was composed were very deficient in religious knowledge. 6. The present master has only been a short time in charge; his predecessor, who obtained a high certificate of merit, had evidently neglected both the school and his pupil-teacher. This school remains in the same inefficient and lifeless state in which it has been ever since its establishment.

1. The room is too small for the number of children in attendance. 2. Fair. 3. In three classes, mixed, under a master and one pupil-teacher. 4. Fair. 5. The children have been well instructed in Scripture, English history, geography, and grammar; arithmetic fair. The lower classes are somewhat deficient in arithmetic and spelling. The children sing nicely from notes. 7. A new school-room is about to be built.

The school was closed in consequence of the Whitsuntide holidays.

1. Desks attached to side of room, which is ill-ventilated, damp, and dirty. 2. More books are required. 3. In six classes, under a master and three pupil-teachers. 4. Bad. 5. First class—some knowledge of the Catechism; reading and writing moderate; arithmetic very deficient; some knowledge of the map of Europe; this class was beginning to learn music from notes. Second class—religious knowledge deficient; arithmetic, spelling, and writing, bad; fair knowledge of map of Palestine. The lower classes were very ignorant, and could scarcely answer a question. The day appointed for the examination was in Whitsun week; more than half the school was absent, in consequence of a treat which was given by the dissenters to the Sunday-school children in the neighbourhood; notwithstanding this, a school in which there are three pupil-teachers should have passed a better examination.

1. Desks attached to side of wall; ventilation bad. 2. Supply of books defective. 3. In six classes, under a master and four pupil-teachers. 4. Good. 5. The first class passed a good examination in Scripture, the Catechism, English history, geography, and grammar; arithmetic fair. The lower classes also have had care and attention bestowed upon them: the children sing very nicely. 6. The master is an active and intelligent man. A slight improvement has taken place since the preceding inspection.

A miserable school, almost entirely destitute of books, even of Bibles; the children were completely ignorant of Scripture and of everything else. The master is quite incompetent.

1. Desks attached to side of room. 2. A few maps have been purchased since the preceding inspection; but the supply of books is still defective. 3. In three classes, under a master. 5. The character of the instruction is still very meagre; upon the whole, perhaps, a slight improvement has taken place. The Girls' school is held in an adjoining building. A very slight improvement was perceptible.

1. Desks attached to side of room; class-room, with gallery. 2. Fair. 3. In eight classes, under a master and four pupil-teachers. 4. Improved. 5. First class—good knowledge of Scripture, and of the Catechism; spelling and arithmetic moderate; geography good; fair knowledge of grammar and of English history. Second class—deficient in religious knowledge; spelling and arithmetic bad. Third class—deficient in arithmetic. The lower classes are generally deficient in spelling, arithmetic, and religious knowledge. Singing from notes, the labour and pains he has bestowed upon his school, an earnest teacher; but the results are not commensurate with the labour and pains he has bestowed upon his school.

1. Desks attached to side of room; class room, with gallery. Examination in Scripture, the Catechism, grammar, geography, and arithmetic; writing and spelling fair. Second class—religious knowledge satisfactory; spelling good; some knowledge of grammar and geography; arithmetic, failure. The third class failed in arithmetic. An improvement has taken place since the last examination.

75. Dunham, Boys' . . .	16 May	58	13	26	52	
76. Newlon, Mixed . . .	17 May	24	30	14	30	
77. Sutton-on-Trent . . .	"	57	14	19	57	
78. Retford, Boys' . . .	21 May	48	88	124	146	
79. Worksop, Boys' . . .	22 May	147	32	48	170	
80. " Girls' . . .	23 May	139	"	"	130	
81. Old Cotes, Mixed . . .	"	29	"	"	20	
82. Harworth, Boys' . . .	24 May	39	"	"	40	
83. " Girls' . . .	"	32	"	"	36	
84. Ollerton, Boys' . . .	27 May	172	32	58	157	
" Girls' . . .	28 May	109	70	75	105	

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

NOTTINGHAMSHIRE—continued.

GENERAL OBSERVATIONS.

1. Desks and Furniture. 2. Books and Apparatus. 3. Organisation. 4. Discipline. 5. Instruction.
6. Master and Mistress. 7. Special.

NAME of SCHOOL.	Date of Inspection.	No. of Children				
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In attendance.	
85. Mansfield Woodhouse, Boys' . . .	1850. 29 May . . .	68	•	•	66	1. Three groups of parallel desks. 2. Fair. 3. In four classes, under a master and one pupil-teacher. 4. The children were uneasy and restless; but this might be owing to visitors coming in and going out during the time of examination. 5. First class—answered fairly in Scripture; spelling and reading moderate; some knowledge of grammar and geography; arithmetic moderate: all in the first class learn music from notes. Second class—deficient in arithmetic, and especially in writing figures from dictation; grammar not taught; religious knowledge not satisfactory. Third class—deficient in arithmetic. 6. Certificate. The foregoing unsatisfactory report is not intended to reflect discredit upon the master, who has had considerable difficulties to contend with, one of the chief being the admission of a number of ignorant boys who recently belonged to an endowed school in the parish.
" Girls' . . .	" . . .	45	35	52	50	1. Parallel desks. 2. Deficient in maps. 3. In four classes, under a mistress. 4. Fair. 5. First class—answered well in Scripture and the Catechism (two or three girls excepted); arithmetic moderate; spelling fair; very little knowledge of grammar; geography moderate. Second class—religious knowledge moderate; no knowledge of arithmetic: this class is not instructed in grammar or geography. Third class—consisted of little girls, who answered a few questions in Scripture. 6. The mistress has obtained her certificate of merit: she has been unwell during the past year; this, with other causes over which she has had no control, have hindered the progress of her school.
86. Sutton-in-Ashfield, Boys' . . .	" . . . 30 May . . .	89	•	•	80	1. Parallel desks on a gallery. 2. Deficient. 3. In four classes, under a master and two pupil-teachers. 4. Fairish. 5. First class—religious knowledge moderate; arithmetic fair; some knowledge of geography; grammar moderate. Second class—knowledge of Scripture very unsatisfactory; spelling and arithmetic bad; geography only learned twice a week; no grammar. Third class—reads very ill, and are not instructed in geography or grammar. Fourth class—consisted of little boys, who ought to be in an Infant school.
" Girls' . . .	" . . .	36	•	•	35	Thirty-five children were present on the day appointed for the inspection; only two could read a verse correctly from the New Testament; the greater part of them were infants. No maps or proper reading-books. The school district contains a population of 6,000. The mistress is quite incompetent.
87. Blidworth, Mixed .	31 May . . .	41	12	33	36	1. Parallel desks. 2. Fair. 3. In four classes, mixed, under a master, assisted by his wife. 4. Fair. 5. The children were deficient in religious knowledge, spelling, and arithmetic; they ought to have made greater progress since the preceding examination.
" Infants' . . .	" . . .	51	13	37	50	The school has improved; but the children are taught too mechanically. More apparatus suitable for infant instruction is required.
88. Bramcote, Mixed .	4 June . . .	88	12	14	80	1. Desks attached to the side of wall. 2. Deficient. 3. In three classes, mixed, under a master. 4. Fair. 5. The instruc-

ated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued

LEICESTERSHIRE—continued.

NAME of School.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Admitted within last 12 Months.	Attendance. In ordinary.	
96. Brannston and Eaton, Mixed . . .	1850. 20 Nov.	26	12	27	1. Desks to side of wall. 2. Moderate. 3. Mixed, in two classes, under a master. 4. Fair. 5. The children were deficient in religious knowledge; reading and spelling bad; not one in the first class could work a sum correctly in simple subtraction, nor any in the second class a sum in simple addition. 6. The master possesses little skill as a teacher. The children in this school have been nicely taught by a mistress, whose kind and cheerful manner towards the children was particularly pleasing.
97. Buckminster, Mixed	21 Nov.	34	27	37	
98. Hose, Mixed . . .	22 Nov.	33	43	36	
99. Wineswold, Mixed	4 Dec.	45			1. Desks attached to side of wall. 2. Deficient. 3. Mixed, in three classes, under a master. 5. A few in the first class answered fairly in Scripture; spelling fair; reading moderate; arithmetic bad; no knowledge of geography or grammar. The children of whom the second class consisted were deficient in religious knowledge, and have had little care or pains bestowed upon them. 6. The master is young and inexperienced.
100. Ashby-de-la-Zouch, Girls' . . .	10 June	64			1. Desks attached to side of wall. 2. Deficient. 3. Mixed, in three classes, under a mistress. 4. Fair. 5. The children were very deficient in religious knowledge; they read chiefly in the New Testament and Psalms; not one could work a sum correctly in simple subtraction; reading, writing, and spelling bad. 6. The mistress does not reside in the school-house, which is let, with some garden-ground, to another person.
101. Blackfordby, Infants' . . .	11 June	3			Parallel desks. 2. More books required; fair supply of maps. 3. Mixed, in three classes, under a master. 4. Moderate. 5. The children have been fairly instructed in Scripture and the Catechism, but in nothing else; reading, writing, spelling, and arithmetic bad; some slight knowledge of the geography of England. There are two other schools in the parish. 6. The master has been six months in charge of his school.
102. Woodville, Mixed . . .		6			Desks to side of wall. 2. Moderate. 3. In four classes, under a mistress, assisted by monitors. 4. Fair. 5. The first class answered fairly in Scripture and the Catechism; reading moderate; spelling bad; deficient in arithmetic; some knowledge of the map of Europe. 6. The mistress strives to do her best.
					Gallery. 2. Moderate. 3. Under a mistress, an assistant, and monitors. 4. Fair. 5. The character of the instruction given is somewhat mechanical; but the mistress has taken pains.
					1. Gallery. 2. Better supply of books and apparatus than in most schools of this class. 3. Infants, with several older children, under a mistress. 4. Bad. 5. The children were lamentably ignorant of Scripture, and of everything else. 6. The mistress has some skill as a teacher; but she has neglected her school. There is considerable difficulty in raising the necessary funds for the support of the school.
					Raised parol sks. 2. Fair. 3. In four classes, under a master and female assistant. 4. Good. 5. The first class

answered well in Scripture and the Catechism. The progress of the children throughout the school is quite satisfactory; when the time during which they have been under instruction is taken into consideration. He has been patient with his school. 7. A short time since there was neither church, parsonage, nor school in this place; there is now all three. The school, with its pretty garden and neat premises, the church, and parsonage form as pleasing a picture as can well be imagined.

1. A long double desk for writing. 2. Map of Palestine, England, and Europe. 3. In four classes, mixed, under a mistress. 4. Gallery. 5. The first class answered well in Scripture and the Catechism; the other classes also have been nicely instructed in this respect. The children in the first class could work sums correctly in short division, and had a very fair knowledge of the geography of England, Europe, and Palestine; reading fair; spelling moderate. The children at this school have been much better taught than in many others of a professedly higher character. 6. A very painstaking young person; a little more self-confidence would add to her efficiency as a teacher. The result of the examination afforded proof of the good that may be done by a teacher of moderate attainments, whose heart is in her work.

1. Desk attached to side of room. 2. Deficient. 3. In three classes, mixed, under a mistress. 5. The instruction is chiefly confined to religious subjects, of which the children are very ignorant. Most of the children in the first class were in the school last year, and had been tolerably regular in their attendance; but none could write easy numbers from dictation, or work correctly a sum in simple subtraction or addition: in the second class only one girl knew the Commandments. 6. The mistress has no skill as a teacher.

This school is in the same state as it was last year: there are scarcely any books or apparatus. The children are very ignorant of Scripture; not one could work a sum correctly in simple addition or subtraction. The attendance is irregular; but it is not to be expected that the parents will send their children to a school where they learn so little.

1. Gallery. 2. Pictures of birds, animals, &c.; illustrations of Scripture history. 3. Mixed, under a mistress. 4. Fair. 5. The children in the first class were examined in the Catechism, of which they had not much knowledge; the instruction given has been too much by rote; reading bad. 7. The mistress should not speak so sharply to the children.

2. Very deficient. 3. Four classes, mixed, under a mistress. 5. The children are efficient in religious knowledge; they could not answer a question of the most ordinary kind; not one could work a sum correctly in simple multiplication. 6. The mistress is not kind to the children, and has no skill as a teacher. 7. There is a large population in the neighbourhood. A good church-school is greatly needed in this locality.

1. Desks attached to side of wall; the school is too small for the number in attendance. 2. Scarcely sufficient; more reading-books are required. 3. In seven classes, under a master and four pupil-teachers. 5. First class had an excellent knowledge of Scripture and the Catechism; arithmetic and grammar fair; reading and spelling good; very fair knowledge of English history; most of the boys in this class wrote a good hand in copy-books fair. Second class—well instructed in Scripture; reading fair; good knowledge of the map of England, and of Palestine; 12 boys in this class could work sums accurately in compound multiplication. The lower classes have been well attended to, the attention being drawn to the lower part of the school can now be raised, as the master has the assistance of pupil-teachers. 6. A zealous and earnest teacher, whose exertions do him great credit.

1. Desks attached to side of room. 2. Deficient. 3. In five classes, under a mistress. 4. Bad. 5. A few in the first class answered nicely in Scripture; reading moderate; spelling bad; arithmetic very little; imperfect knowledge of the map of England. The result of the examination was not satisfactory; the greater part of the children in the lower classes ought to be in an Infant school; there is one in the parish.

2. Deficient. 3. In three classes, under a mistress and her sister, the lower part of the school is taught in an adjoining room, which is separated from the other by means of a sliding screen. 5. The instruction is chiefly confined to religious subjects, with which the children have a very slight acquaintance, of which they know almost only one, being able to put down easy numbers from dictation, and not one could work correctly a sum in simple subtraction or multiplication.

103. Normanton, Mixed

18 June

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104. Sweepstone, Mixed

19 June

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105. Heather, Mixed

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106. Whitwick, Infants

20 June

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106. Thringstone, Mixed

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107. Sheepshed, Boys

21 June

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24 June

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108. Belton, Mixed

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Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—*continued*.

LEICESTERSHIRE—continued.

GENERAL OBSERVATIONS.

1. Desks and Furniture 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Instruction.
6. Master and Mistress. 7. Special.

No. of Children

Present at Examination.
Have left within last 12 Months.
Admitted within last 12 Months.
In ordinary Attendance.

NAME of SCHOOL.

Date of Inspection.

109. Coalville, Boys' . .	1850. 25 June	46	37	34	49	1. Desks to side of wall. 2. Very deficient, even in slates. 3. In three classes, under a master. 4. Fair. 5. Very few in the first class, or what was called the first class, could read a verse correctly out of one of the Gospels; they were very ignorant of Scripture; spelling bad. 6. The master has great disadvantages to contend with. 7. This school is supported under circumstances of much difficulty; the clergyman has no one to aid him in the parish, but nevertheless he contrives to keep the school open. The Girls' school is in as inefficient state still as that for the boys, and equally destitute of proper books and apparatus; the children were very ignorant of Scripture; four little girls in the second class read better and answered with greater intelligence than any other children in the school.
110. Hugglescote, Boys' . . " Girls' . .	" " "	30 28	9 8	18 13	32 28	1. Long writing-desks piled up at one end of the room, which was dirty and untidy. 2. Very deficient; most of the Bibles and New Testaments were in a tattered and dirty state. 3. Boys and girls in one room, under a master and mistress. 4. Fair. 5. Two girls and one boy in the first class answered fairly in Scripture; arithmetic very little; spelling and writing bad. The lower classes have had more pains bestowed upon them than is customary in this class of schools. 6. The master should keep his school-room cleaner, and be more tidy and neat in his dress; the children were dirty and untidy.
111. Sheepy, Mixed . .	26 June	57	.	.	62	1. Desks attached to one side of room. 2. Moderate. 3. In four classes, mixed, under a master, assisted by his wife. 4. Pretty fair. 5. The first class answered well in Scripture and the Catechism; the religious knowledge generally of the children is fair; arithmetic moderate; second class deficient in writing figures from dictation; spelling moderate; writing moderate. A more comprehensive system of instruction would add to the efficiency of the school. 6. The master is too severe, but he seems likely to improve his school.
112. Higham-on-the-Hill, Mixed . .	27 June	56	20	22	60	1. Desks attached to side of wall. 2. Fair. 3. In four classes, under a mistress. 4. Moderate. 5. The first class answered well in Scripture and the Catechism; reading moderate; six worked sums correctly in compound rules, the others failed in arithmetic; some knowledge of the map of Europe and of Palestine; grammar very little. Second class—religious knowledge moderate. More attention should be bestowed upon the lower part of the school; a pupil-teacher would add to its efficiency, and prove a valuable auxiliary to the mistress, who is anxious about her school.
113. Stoke-Folding, Boys'	"	9	.	.	20	1. Gallery with parallel desks. 2. Moderate. 5. Only nine boys were present on the day appointed for the examination; one boy was learning Latin and Greek, and could work sums in fractions; the rest were in compound rules; there is never more than an average attendance of 20, and these are chiefly farmers' sons; the children of the labouring classes do not seem to attend the school. 6. The master is the clergyman of the place. There is a mixed school for girls and infants, which I did not inspect.

114. Hinclev, Trinity, Boys	28 June	39	34	48	46	<p>1. Parallel movable desks. 2. More maps required. 3. In four classes, under a master and one pupil-teacher. 4. Bad. 5. First class—a few answered nicely in Scripture and Catechism; some knowledge of geography; deficient in arithmetic, only three in this class being able to work a sum correctly in simple multiplication; could not point out the parts of speech correctly; writing bad, both slate and copy-books; spelling bad; neither the second nor third classes are correctly writing geography; the first class deficient in arithmetic; put a boy in the second class being able to work correctly a sum in simple subtraction; nor one in the third to do a sum in simple addition. 6. The master gained a high certificate of merit and is fully competent to the discharge of his duties, which I regret to say he has neglected; his augmentation also has been such that the clergyman has declined to assign the usual testimonial, without which he cannot receive his augmentation salary.</p> <p>1. Parallel desks. 2. Not enough. 3. In three classes, under a mistress. 4. Fair. 5. The first class answered nicely in the first part of Scripture in which they recently had been reading; spelling and writing bad; arithmetic bad; one girl worked a sum in practice, the rest could do nothing; no knowledge of grammar. Second class deficient in religious knowledge and in arithmetic. 6. The mistress is very young, untrained, and has had rough material to work upon.</p>
115. Stapleton, Mixed	1 July	19	.	.	48	<p>1. Desks attached to side of wall. 2. Fair supply of maps. 3. In three classes, mixed, under a mistress. 4. Bad. 5. First class—deficient in religious knowledge; only one child in the first class was able to work correctly a sum in simple multiplication; grammar is learned, but only by rote; writing in copy-books bad. Second class—deficient in religious knowledge; not one could do a sum in simple addition. 6. The mistress is incompetent.</p>
116. Burbage, Boys	2 July	66	33	30	48	<p>1. Two rows of parallel desks. 2. Deficient. 3. In four classes, under a master and one pupil-teacher. 4. Moderate. 5. First class—deficient in knowledge of Scripture and of the Catechism; spelling bad; only four boys out of 21 worked a sum correctly in simple multiplication; grammar was learned, but no one was able to point out correctly the parts of speech in a sentence; reading and writing in copy-books, bad. Second class—composed of boys, who came only six hours in the course of the week, the rest of their time being occupied at framework (making stockings). Third class—could repeat the Ten Commandments imperfectly, and had no knowledge of their meaning. 6. The master has difficulties to contend with, but his school ought to be in a more efficient state. 7. A more active superintendence would prove beneficial. Attendance is 46.</p>
117. Sharnford, Mixed	"	28	53	56	56	<p>1. Desks attached to side of room. 2. Fair supply of maps. 3. In four classes, mixed, under a mistress. 4. Fair. 5. Deficient in religious knowledge; arithmetic bad; writing and spelling bad; reading moderate; no knowledge of geography or grammar.</p>
118. Lutterworth, Sher- ries, Boys	3 July	85	50	40*	100	<p>1. Desks attached to side of room; one large class-room. 2. Deficient. 3. In three classes, under a master. 4. Moderate. 5. First class—answered well in Scripture and in the Catechism; arithmetic moderate; spelling moderate; grammar fair; some knowledge of the geography of Europe; reading poor; writing bad. Second class—religious knowledge satisfactory; spelling and arithmetic bad; only one boy worked a sum in simple subtraction; some knowledge of map of England. Third class consists of little boys, who have had care and pains-bestowed upon them. The second class requires more care than has been taken with it.</p>
119. South Kilworth, Mixed	4 July	48	53	42	50	<p>1. Desks attached to side of wall. 2. Fairish; more maps required. 3. Mixed; there is an upper and lower school, under a master and mistress respectively. 5. The first class have been well instructed in Scripture and in the Catechism, had some knowledge of the geography of England. Upon the whole the school has improved since the preceding inspection, although there has twice been a change of masters. 6. The master and mistress are young, and have not had much experience; both are anxious for the efficiency of their respective schools.</p>

* Within last nine months.

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children				1850.	GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.		
120. Market Harborough, Boys' . . .	5 July	72	26	33	90		<p>LEICESTERSHIRE—<i>continued</i>.</p> <p>1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Instruction. 6. Master and Mistress. 7. Special.</p> <p>1. Desks attached to side of room. 2. Moderate. 3. In five classes, under a master assisted by monitors. 4. Moderate. 5. First class—deficient in religious knowledge; the boys in this class professed to work sums in practice and in simple proportion; they could do neither; the one nor the other; only five out of ten worked a sum correctly in compound multiplication; very little knowledge of geography; none of grammar; character of writing bad throughout the school. The lower classes are ignorant and ill taught. 6. The master is a very respectable man, and that seems to be his only qualification for the office of schoolmaster.</p> <p>1. Desks attached to side of room. 2. Deficient. 3. In five classes, under a mistress assisted by monitors. 5. A few in the first class answered fairly in Scripture and in the Catechism; arithmetic and spelling bad; some knowledge of the map of England. The lower classes are ignorant, and the character of the instruction given to them is very limited. 6. The mistress has been three-quarters of a year in charge of her school, which I hope she will improve; there is great room for improvement.</p> <p>Both these schools had been closed for some time, and were only re-opened on the day appointed for the inspection; they are nearly destitute of books and apparatus, and for the last two or three years have been nearly useless as to any purposes of education. I have nothing to report of them, and can only express a hope they may become more efficient than hitherto they have been.</p>
121. Great Bowden, Boys' . . . Girls' . . .	8 July "	20 38	.	.	.	.
122. Kibworth Harcourt, Boys' . . . Girls' . . .	9 July "	71 60	25 54	36 32	70 70	.	<p>1. Desks attached to side of room; small class room. 2. Fair. 3. In six classes, under a master and two pupil-teachers. 4. Good. 5. Well instructed in Scripture and in the Catechism; arithmetic fair as far as compound rules; spelling of the first class fair; the second should improve in this respect; fair knowledge of geography. The lower classes have been lately taught. The children sing nicely from notes. 6. Trained by Rev. Mr. Fry, of Leicester; he is an industrious, intelligent young man, and much in earnest.</p> <p>1. Desks attached to side of room, which is more commodious than that for the boys. 2. Fair. 3. Good. 4. In five classes, under a mistress and one pupil-teacher. 5. The first class answered nicely in Scripture; arithmetic and spelling moderate; some knowledge of geography, and not much of grammar. The lower classes are deficient in arithmetic. An improvement has taken place since the preceding inspection, but the children are still deficient in arithmetic. 6. The mistress has obtained her certificate of merit.</p>
123. Ayleston, Boys' . . .	10 July	33	15	10	44	.	<p>1. Desks attached to side of room. 2. Moderate. 3. In four classes, under a master. 4. Fair. 5. One boy in the first class answered well in the Catechism; the Articles are learned by the children in this class; they should improve in writing figures from dictation; some knowledge of geography. The second class consisted of little boys, who could write</p>

from dictation. The standard of instruction, in reference to the lower classes, is low, and should be raised. 6. The master discharges his duty to the best of his ability, and is anxious about his school.

1. The girls are instructed in the same room. 5. The girls answered better than the boys in reference to the Catechism, but they could do very little in arithmetic; writing on slates and reading good. I have seldom been in a girls' school where the children write better on their slates or read so nicely in the New Testament. 6. A painstaking teacher.

124. Blaby, Mixed 62 This school has only recently been opened.

1. Desks attached to side of room. 2. Deficient. 3. In three classes, mixed, under a mistress. 4. Moderate. 5. The children are deficient in their knowledge of Scripture and the Catechism; two boys could work sums in long division; the rest could do next to nothing in arithmetic; of everything else they were very ignorant. 6. The mistress is incompetent.

1. Desks attached to side of wall. 2. Deficient. 3. In four classes, under a master assisted by his sister, who instructs the girls. 4. Bad. 5. The children were deficient in religious knowledge; only one out of 17 boys and girls in the first class worked a sum correctly in simple subtraction, and not one in simple multiplication; spelling bad; nine children were learning geography, but could scarcely answer a question. The ignorance of the lower class was gross; writing fair. 6. The master, who is a bustling sort of man, seemed tolerably satisfied with his school.

1. Desks attached to side of room. 2. Moderate. 3. In three classes, mixed, under a master. 4. Good. 5. Well instructed in Scripture and in the Catechism; arithmetic very fair; one boy could work simple equations; some knowledge of grammar and of geography; spelling fairish; the children are taught to sing from books. 6. The master is an earnest young man, and has worked well in his school; he was trained by the Rev. W. Fox of Leicester.

1. Gallery. 2. Moderate. 3. Under a mistress. 4. Very good. 5. This is a good infant school; the children have been well instructed in Scripture; several of them wrote nicely on their slates, and could work sums correctly in simple multiplication; they have also been well and intelligently taught in other respects. 6. The mistress is an intelligent teacher; the state of her school does her credit; trained by Mr. Fry.

1. Desks attached to the side of the room, which was in a very dirty state. 2. Deficient. 3. In seven classes, under a master and monitors. The boys were still during the examination, but their stiffness seemed to result from the liberal use of the cane, which the master kept constantly applying to the heads of the boys during the course of the examination. 4. First class—few boys in this class; they were deficient in Scripture and the Catechism; five boys were learning algebra; spelling fair; reading moderate; arithmetic very moderate; only four out of 34 worked a sum correctly in multiplication (the sum given was rather a hard one); geography moderate; some knowledge of English history; the result of the examination of this class was not satisfactory. Second class—a few showed some acquaintance with the New Testament, but very little with the Old Testament; reading bad; deficient in putting down figures from dictation; nine out of 20 worked a sum correctly in simple multiplication; spelling bad. Third class—several knew by heart the books from which they read; 16 out of 34 worked a sum correctly in simple subtraction; 15 out of 34 did the same with a simple multiplication sum. The rest of the classes exhibited the usual amount of ignorance displayed in large schools, where the master has no efficient help, and where no superintendence is exercised by the clergyman.

1. Desks attached to side of room. 2. Very deficient. 3. In four classes, under a mistress. 4. Moderate. 5. A few in the first class answered nicely in Scripture and in the Catechism; and in this class could do anything in arithmetic; four of them were in the school at the preceding inspection; and in this class; no knowledge of geography or of grammar; writing in copy-books bad. The lower classes were as ignorant as the first. This school is in a worse state than when it was examined at a preceding inspection; it has been retrograding in the scale of efficiency ever since I have been acquainted with it, and no vigorous attempts have been made to place matters upon a better footing. 6. The mistress is incompetent.

125. Knighton, Mixed 11 July 39 15 13
126. Wigstone Magna, Mixed 97 23 27
127. Oadby, Mixed 12 July 43 26 20
128. Leicester, County School, Boys 15 July 60 92 85
129. Leicester, County School, Girls 16 July 65 42 30

135. Thurgaston, Mixed	23 July	33	7	9	35	Catechism; two boys could work sums in fractions, and two in long division; some knowledge of geography; writing moderate. 6. The master has exerted himself. Some improvement has taken place since the preceding inspection.
" Infants'	"	50	11	27	47	1. Desks attached to side of wall. 2. Deficient. 3. In four classes, mixed, under a master. 4. Improved. 5. The standard of instruction is still low; but a slight improvement has taken place since the preceding inspection. 6. The master has exerted himself. 7. No improvement.
136. Queensboro, Boys'	"	31	17	16	30	1. Desks attached to side of room; there is a class-room. 2. Fair supply of maps. 3. In three classes, under a master. 4. Fair. 5. First class—knowledge of Scripture moderate; arithmetic very poor; only three wrote down numbers correctly from dictation; the second class—corrected a sum correctly in arithmetic; instruction in grammar; fair knowledge of the geography of England and some acquaintance with spelling and reading bad. 6. Second class—deficient in religious knowledge; not one could do a sum in simple multiplication correctly. The lower classes have not been in regular attendance to. 7. The master is a person of some ability; but not much impression of it was discoverable in his school.
" Girls'	24 July	34	16	20	27	1. The Girls' school is separated from that of the Boys by a sliding partition. 3. In four classes, under a mistress. 4. Moderate. 5. The children have been well instructed in the Scriptures and in the Catechism, but in nothing else. It is much to be regretted that a more comprehensive system of instruction has not yet been introduced. 6. The mistress is kind and cheerful in her manner towards the children, and has exerted herself.
137. Twyford, Mixed	"	46	27	30	48	1. Desks attached to side of wall. 2. Deficient. 3. In four classes, under a master and sewing mistress. 4. Fair. 5. Religious knowledge moderate; arithmetic very indifferent, only two boys being able to do anything in this subject. No improvement since the preceding inspection. 6. The master has only been seven weeks in charge; he has not, therefore, had time to effect any improvement.
138. Melton, Boys'	1849. 13 Nov.	121	6	32	112	1. A new room is greatly needed; the present one is out of repair, and inconveniently arranged. 2. Fair. 3. In six classes, under a master and an assistant. 4. Should improve. 5. The first class answered nicely in Scripture and in the Catechism; spelling and arithmetic fair; reading moderate; some knowledge of grammar and of the physical geography of England. The second class passed an indifferent examination. The lower classes did tolerably well; but there is room for considerable improvement in spelling and in arithmetic. 6. The master is anxious about his school, which he has improved, and I hope will improve still more.
" Girls'	"	110	26	23	100	1. The Girls' school-room is more inconvenient than the Boys'. 2. Fair. 3. In three classes, under an assistant and mistress. 4. Fair. 5. The first class, which was a large one, answered nicely in Scripture; the religious knowledge of the other classes was moderate. The first class wrote well in copy-books and read nicely. The standard of instruction is low, and should be raised. 6. The mistress is a highly respectable person. 7. New schools are greatly needed; the present building is inconvenient in every respect. Schools for boys, girls, and infants should be built.
139. Melton, Boys'	1850. 23 July	123	13	36	115	1. The same arrangement. 2. Fair. 3. In four classes, under a master, an assistant, and two pupil-teachers. 4. Moderate. 5. First class—well instructed in the Scriptures and the Catechism; fair knowledge of grammar and geography; most of this class wrote a fair abstract; they should improve in arithmetic; writing fair. Second class—good knowledge of the map of Palestine; improved in arithmetic; grammar moderate; spelling bad. The third and fourth classes are deficient in arithmetic, but have made some progress in grammar and geography. The school has certainly improved since the preceding inspection, but scarcely to the extent I anticipated. The children sing nicely from notes. 6. Has obtained his certificate of merit; he is an industrious teacher, and I trust will increase the efficiency of the school.
" Girls'	26 July	94	25	40	100	1. Room much too small for the numbers in attendance. 2. Moderate. 3. In four classes, under a mistress and an assistant; the latter gives the greater part of the instruction. 4. Moderate; but the size of the room is a great hindrance towards the maintenance of proper discipline. 5. Religious knowledge moderate; the writing is pretty good. I cannot report favourably of this school.

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—*continued*.LEICESTERSHIRE—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children					GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	42	
	1850.						
140. Scaford, Boys' . .	26 July	38	10	32			1. Desks attached to side of room, which was much cleaner than at a preceding inspection. 2. Moderate. 3. In four classes, under a master. 4. Fair. 5. Three or four in the first class answered pretty fairly in the Scripture and the Catechism; arithmetic in the first class fair as far as compound rules; spelling bad; writing in copy-books moderate. Upon the whole, the school passed a slightly better examination than last year. 6. The room in which the school is held is dark and ill-ventilated. 7. Deficient. 8. In three classes, under a mistress. 9. Fair. 5. The children were deficient in religious knowledge; they could scarcely answer a question of the most ordinary kind; they could do little or nothing in arithmetic, and spelled badly. 6. The mistress is said to take pains with her school. I am sorry to say that I saw very little fruit resulting from her labours.
" Girls' . .	"	28	8	22			
141. Buckminster, Mixed . .	29 July	16	34	19	20		1. Desks attached to side of wall: there are two rooms communicating with each other. 2. Very deficient. 3. In three classes, mixed, under a master. 4. So few were present (not more than 16, and the average attendance is only 20) I could not tell. 5. The children were very deficient in religious knowledge; they could not even work a sum in simple subtraction correctly; spelling bad; writing bad; no instruction given in either grammar or geography; one boy had been 18 months at school, and he could not work an easy sum in simple subtraction. 6. The master has neglected his duty.
142. Waltham-in-the- Wolds, Boys' . .	"	35	"	"	50		1. Well arranged. 2. Fair. 3. In three classes, under a master. 4. Fair. 5. First class—answered nicely in Scripture and in the Catechism; arithmetic and spelling moderate; writing in copy-books moderate; some knowledge of geography, and very little of grammar. The lower classes should improve in religious knowledge. 6. The master, who was trained at Stanley Grove, has only been a short time in charge.
" Girls' . .	"	24	"	"	30		Religious knowledge moderate; they could do very little in arithmetic; and the same may be said in reference to their attainments in geography and grammar.
143. Braunston and Eaton Mixed . .	30 July	28	9	12	30		1. Desks attached to side of room. 2. Moderate. 3. In three classes, mixed, under a master. 4. Moderate. 5. Three or four in the first class answered nicely in Scripture and the Catechism; spelling and reading bad; writing moderate; both boys and girls, particularly the latter, were deficient in arithmetic; no knowledge of geography or grammar, with the exception of one boy, who answered pretty well in the two foregoing subjects.
144. Ditto, Infants' . .	"	22	5	5	20		Great pains have been taken with the infants by the mistress, who, if she had a stronger voice, would, with further training, probably make a superior teacher. She is assisted by her sister.
145. Hese, Mixed . . .	"	39	16	22	36		1. Desks attached to side of wall. 2. Very deficient. 3. In four classes, mixed, under a mistress. 4. Fair. 5. The first class was deficient in religious knowledge; reading and spelling bad; four boys were in long division, which they did very imperfectly; two girls were in this class last year, and were as ignorant as any child in it, neither being able to

GENERAL OBSERVATIONS.

1. Desks and Furniture.
2. Books and Apparatus.
3. Organization.
4. Discipline.
5. Instruction.
6. Master and Mistress.
7. Special.

work correctly a sum in simple subtraction; no instruction is given in grammar or geography. None in the second class knew the Commandments; nor could any of them write down 110 from dictation, and subtract 39 from it.

1. Parallel desks. 2. Moderate. 3. In three classes, under a master. 4. Fair. 5. The children are making progress. 6. The master has only been half a year, and during that time he has improved his school: he is a man of good understanding, willing to learn, and fond of teaching.

1. Two rows of parallel desks. 2. Deficient, but more are about to be purchased. 3. In four classes, under a mistress. The last class, which consists chiefly of infants and children of six and seven years of age, is taught in the class-room.

4. Fair. 5. All the children have been well instructed in Scripture and the Catechism. The first class wrote a good abstract, spelled well, did nicely in arithmetic and had a fair knowledge of geography. Nearly the whole of the second class worked sums correctly in compound multiplication, and had a fair knowledge of the map of England. The other class has also been well attended to. 6. The mistress has been working hard in her school; she has met with deserved success.

1. Parallel desks. 2. Fair. 3. In four classes, mixed, under a master. 4. Pretty fair. 5. The first class (or what is called the first class) knew the Catechism by heart, but had not such perfect knowledge of its meaning; spelling and arithmetic had scarcely any knowledge of geography. The second class had a better knowledge of Scripture (in proportion) than the first. The result of the examination was far from satisfactory.

1. Four groups of parallel desks. 2. Fairish. 3. In four classes, under a master. 4. Fair. 5. First class—answered well in Scripture and in the Catechism; arithmetic fair; reading moderate; spelling improved; writing moderate; grammar fair as the parts of speech; some knowledge of the geography of England, Europe and Palestine. Second class—reading bad; the lower part of the class is deficient in their knowledge of arithmetic; some knowledge of the map of Palestine and of the six northern counties of England. The lower classes have had a fair share of the master's time. 6. Certificated: he has improved his school.

The girls and infants are taught together in the same room. The mistress has only been one month in charge: she seems anxious to improve her school.

1. Parallel desks on a gallery; two rooms. 2. Fair. 3. In five classes, mixed, under a master, assisted by his wife. 5. When the time during which the children have been under instruction is taken into consideration, their progress is satisfactory; they were the most deficient in spelling and arithmetic. 6. The master has obtained his certificate: he was trained at Battersea.

DERBYSHIRE.

146. Barkstone, Boys'.	15 Oct.	40	20	26	43	
„ Girls'.	„	70	24	68		
147 Wimeswold, Mixed	1 Aug.	48	22	55	43	
148. Kegworth, Boys'.	2 Aug.	80	17	29	70	
„ Girls'.	„	„	„	„	„	
149. Hathern, Mixed.	17 Oct.	103	34	167	115	
150. Hardwike, Mixed.	1849. 6 Dec.	35	12	12	45	
151. Moin, Mixed.	1850. 12 June	55	10	29	66	
„ Infants'.	„	78	„	„	94	

Tabulated Report, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

DERBYSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
152. Oakthorpe, Mixed.	1850. 13 June	36	18	13	39	1. Desks attached to side of room. 2. Very deficient in both respects. 4. Mixed, in four classes, under a mistress. 5. The instruction is chiefly confined to religious subjects, of which the children were very ignorant. This does not, in fact, rank higher than a Dame's school. Many of the children in this village go to the neighbouring school at Meeham.
153. Donisthorpe, Mixed " Infants'	" " "	11 38	11 11	10 12	12 38	1. Desks attached to side of room. 2. Deficient. 3. Mixed, one class, under a mistress. 5. The children have been well instructed in Scripture, to which the instruction is principally confined, The infants have been intelligently taught.
154. Meeham, Mixed " Infants'	18 June " "	114 128	69 46	57 39	120 120	1. The room is too small for the number of children in attendance. 2. Fair. 3. Mixed, in four classes, under a master and three pupil-teachers. 4. Good. 5. The first class answered well in Scripture and the Catechism; arithmetic said spelling good; fair knowledge of geography and English history; useful knowledge of grammar; character of writing good throughout the school; this class would improve in reading. Second class—the girls answered better than the boys in Scripture, but did not do so well in arithmetic; fair knowledge of geography. The lower classes have been nicely instructed. 6. Certificated: an earnest and intelligent teacher. The order and cleanly appearance exhibited by the children cannot be surpassed.
155. Ravenstone, Mixed " Infants'	18 June " "	35 128	16 46	21 39	41 120	1. The children are assembled in a house. 2. Deficient. 3. Mixed, four classes, under a master, assisted by his sister. 4. Fair. 5. The first class answered fairly in Scripture and the Catechism; reading and spelling moderate; arithmetic very little; writing moderate: the lower classes require more care and attention. 6. The master is painstaking and persevering.
156. Borrowash, Mixed	5 Aug.	61	8	15	62	1. Gallery; seats by side of wall. 2. Parish. 3. In five classes, under a mistress and a pupil-teacher. 4. Good. 5. Well instructed in the Scriptures and the Catechism; fair knowledge of the geography of Palestine and England; some knowledge of the history of England and of grammar; arithmetic moderate; the children should improve in reading. 6. The mistress is painstaking and an intelligent teacher. 7. The efficiency of this school would be increased if the children were drafted at an earlier period into the Boys and Girls' schools at Ockbrook.
157. Derby, St. Curzon, Boys'	7 Aug.	200	180	172	240	1. Parallel desks; the classes can be separated from each other by means of sliding screens. 2. Good. 3. In eight classes, under a master and seven pupil-teachers. 4. Fair. 5. First class answered well in Holy Scripture and the Catechism; reading improved; spelling fair; good knowledge of geography; grammar and English history fair; arithmetic good.

<p>Second class—fair knowledge of Scripture and Catechism; a few could work sums in simple proportion, and all could do sums correctly in compound rules; but they should improve in writing numbers from dictation; fair knowledge of geography. Third class—the discipline of this class, and their knowledge of arithmetic, were moderate; in other respects they passed a fair examination. Fourth class—religious knowledge satisfactory; good knowledge of geography; arithmetic fair; spelling bad. The remaining classes have been well instructed in religious knowledge, and have a good knowledge of the geography of their own country; they should improve in writing numbers from dictation. The result of the examination, as usual, reflected great credit upon the master. 6. Certificated: good and earnest teacher. 7. The exertions of the master have always been greatly impeded by the number of little children in the lower classes. An infant school is needed.</p>	<p>1. A gallery has recently been erected. 2. Fairish. 3. In seven classes, under a mistress and three pupil-teachers. 4. Bad; the children were disorderly and disobedient. 5. First class—fair knowledge of Holy Scripture and the Catechism; spelling and arithmetic moderate; fair knowledge of the map of Europe, and of grammar as far as the parts of speech; writing in copy-books moderate. Second class—satisfactory knowledge of Scripture and Catechism; arithmetic very indifferent; only a few children out of 81 worked a sum correct in multiplication, neither could they work figures correctly from dictation; spelling bad. Third class—very deficient in arithmetic; only one out of 33 worked a sum correctly from dictation. The lower classes consist of very young children; the great part ought to be in an infant school. 6. Certificated: she is anxious about her school, and has taken pains.</p>	<p>1. Gallery. 2. Fairish. 3. Boys, girls, and infants, under a mistress and two pupil-teachers. 4. Bad: when the school was at work in its usual way, the noise was almost deafening, the pupil-teachers screaming at the top of their voices, and vainly endeavouring to make themselves heard amidst the babel of sounds by which they were surrounded. 5. Religious knowledge scarcely satisfactory; reading moderate; arithmetic very little; result of the examination—spelling but satisfactory. It is right to state, in justice to the mistress, that the having to teach infants in the same room with children who are much older, is a serious hindrance to her exertions. The room is much too small, and there is no playground for the infants.</p>	<p>1. Moveable parallel desks: the room has been greatly enlarged and improved during the past year. 2. Fair. 3. In eight classes, under a master and six pupil-teachers. 4. Excellent. 5. First class—good knowledge of Holy Scripture and Catechism; spelling and arithmetic good; geography, grammar, and English history very fair. Second class—very fair knowledge of Holy Scripture and Catechism; arithmetic good; spelling and geography very fair; grammar moderate. Fourth class—passed a creditable examination. Fifth class—should improve in arithmetic. The lower classes have been well taught; character of reading and writing good throughout the school. The result of the examination was very satisfactory, and, as usual, reflected great credit upon the master. 6. Certificated: earnest, good teacher.</p>	<p>1. Room much enlarged and improved. 2. Fairish. 3. In eight classes, under a mistress, assistant, and six pupil-teachers. 4. Very good. 5. First class—well instructed in Holy Scripture and the Catechism; spelling fair; reading moderate; the children do not speak loud enough; arithmetic good as far as compound rules; geography fair; grammar moderate. Second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Tenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eleventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twelfth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirteenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fourteenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifteenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixteenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventeenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighteenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Nineteenth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twentieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Twenty-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirtieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Thirty-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fortieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Forty-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fiftieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Fifty-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixtieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Sixty-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Seventy-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eightieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Eighty-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninetieth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-first class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-second class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-third class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-fourth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-fifth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-sixth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-seventh class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-eighth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. Ninety-ninth class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate. One hundred class—well instructed in Scripture; reading fair; spelling fair; geography fair; grammar moderate.</p>	<p>1. Gallery. 2. Deficient. 3. Five classes, under a mistress and five monitors. 4. Moderate. 5. Religious knowledge moderate; fair knowledge of the geography of England; spelling and arithmetic very moderate. 6. The mistress has exerted herself for the improvement of her school.</p>
<p>158. Derby, St. Peter's, Bag Lane, Mixed.</p>	<p>8 Aug. 182 164 184</p>	<p>108 112</p>	<p>9 Aug. 268 82 130 263</p>	<p>12 Aug. 296 99 159 285</p>	<p>1 Oct. 69 20 68 75</p>
<p>159. Derby, Trinity, Boys</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>
<p>160. Derby, St. Peter's, St. Martin's Lane, Mixed.</p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

DERBYSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
161. Derby, St. Peter's, Traffic-street, Boys	1850. 13 Aug.	129	.	.	125	1. Room too small for numbers in Attendance; ventilation bad; desks attached to side of room; a new room is greatly needed. 2. Fair. 3. Five classes, under a master and four pupil-teachers. 4. Fairish. 5. First class—well instructed in Scripture and the Catechism; spelling and reading fair; good knowledge of geography and English history; arithmetic moderate; grammar fairish. Second class—well instructed in Scripture; fair knowledge of geography; grammar, spelling, and arithmetic moderate. Third class—nicely instructed in Scripture; fair knowledge of geography; but deficient in spelling and arithmetic. 6. A new master has recently been appointed; he is a fair teacher, and has been working hard in his school, especially amongst the lower classes, into which he has infused much life and energy. The deficiency of the children in spelling and arithmetic is in no way to be attributed to him. 7. Desks attached to side of room. 8. Moderate. 9. Five classes, under a mistress. 4. Bad. 5. The children in the first class were utterly ignorant of Scripture and the Catechism; not one could do a sum in simple subtraction; reading, writing, and spelling bad; no knowledge of geography or grammar. This school is in a worse state than it was last year. 6. I cannot report favourably of the competency of the mistress.
" Girls' . . .	1 Oct.	48	86	97	60	1. Raised parallel desks. 2. Scarcely sufficient supply of books. 3. In four classes, under a master and three pupil-teachers. 4. Fair. 5. The classes have been well instructed in Scripture and the Catechism, arithmetic good throughout the school; spelling very fair; fair knowledge of geography and English history; grammar moderate. 6. The master is very anxious about his school, which has improved since the preceding inspection. 7. A new mistress has recently been appointed. Some improvement has been effected; but she has not had time to do much. The infants have been intelligently taught.
162. Oakbrooke, Boys'	14 Aug.	86	46	64	90	1. Desks attached to side of room. 2. Deficient. 3. Five classes, under a master. 4. Moderate. 5. Very few boys (34) were present at the examination; one boy in the first class passed a fair examination; four answered nicely in geography and English history; only one boy in the first class and six in the second were present in those classes during the examination; arithmetic moderate; spelling moderate. 6. Moderate. 7. Four classes, under a mistress and one pupil-teacher. 8. Fairly instructed in Scripture and Catechism; some knowledge of the Liturgy; arithmetic and geography fair; the children in the second class were rather deficient in arithmetic and spelling; but this was not the fault of the mistress, as most of them had been but a short time at school. 9. The mistress has taken great pains with her school, and the school is deficient in proper apparatus, which may in some degree account for the mistress's want of success. The discipline is not good, the children read badly, and the instruction is chiefly mechanical.
" Girls' . . .	"	29	8	12	40	
" Infants' . . .	"	71	.	.	76	
163. Spaldon, Boys' . . .	15 Aug.	34	.	.	.	1. Desks attached to side of room. 2. Very deficient. 3. Mixed, in three classes, under a master; sewing mistress in the afternoon. 4. Fair. 5. Standard of instruction very low. None in the first class were present. The second class were
" Girls' . . .	"	70	.	.	.	
" Infants' . . .	16 Aug.	70	.	.	.	
164. Chaddeston, Mixed	"	38	1	10	21	

examined in Scripture and Catechism; they were very ignorant of both; arithmetic was not learned by any of the children who were present, an extra charge being made for it. The school is of little use to the parish as a means of education; nor is there much probability of improvement under the present master.

1. Desks attached to side of wall. 2. Fair. 3. Four classes, under a master and two pupil-teachers. 4. Good. 5. The children have been well instructed in Scripture and the Catechism. First class—good knowledge of geography; grammar, and English history; writing fair; arithmetic good as far as fractions; a few were learning mensuration, but they had not made much progress in it. Second class—very fair knowledge of geography, and grammar as far as parts of speech; arithmetic good as far as compound rules; spelling fair; this class should improve in reading. Third class—spelling moderate; arithmetic good; the boys in this class could work sums correctly in short division and simple multiplication. The result of the examination was very satisfactory. 6. Certificated: earnest, good teacher.

1. Desks attached to side of room. 2. Fairish. 3. Four classes, mixed, under a master, assisted by his wife and one pupil-teacher. 4. Fair. 5. Fair knowledge of Scripture and Catechism; grammar moderate; arithmetic and geography very fair; the second class should improve in spelling; writing fair throughout the school. 6. Certificated: he has taken great pains with his school.

1. Parallel desks. 2. Fair. 3. In three classes, under a master and one pupil-teacher. 4. Fair. 5. Knowledge of Scripture and Catechism moderate; arithmetic very poor; knowledge of grammar moderate; spelling bad; writing not good; the children are instructed in geography, but the instruction consists in making them learn names of places by heart. This school has greatly decreased in efficiency under the present master, who possesses little or no skill as a teacher.

1. Parallel desks. 2. Fair. 3. In three classes, under a master and one pupil-teacher. 4. Fair. 5. Fairly instructed in Scripture and Catechism. First class—good knowledge of geography and English history; writing fair; spelling moderate; arithmetic improved, but room for further improvement. Second class—many of these boys have been only one year at school; they answered nicely in Scripture, and in the geography of England and of Palestine; arithmetic not much. Third class—consists of little boys, who have been in the school of England and of Palestine; arithmetic not since the last inspection. 6. Certificated: he was educated in the Curzon-street school, Derby. His good conduct and praiseworthy endeavours for his own and his pupils' improvement have met with deserved success.

1. Desks to side of wall. 2. Moderate; more maps used. 3. In four classes, under a mistress and monitored. 4. Moderate. 5. The first class answered well in Scripture and in the Catechism; arithmetic fair; grammar moderate; geography rate. Second class—fair knowledge of Scripture; spelling moderate; arithmetic very little. The lower classes consist of very young children. 6. The mistress takes considerable pains with the children, and discharges her duties to the best of her ability.

1. Well arranged. 2. Fair. 3. In three classes, under a master and two pupil-teachers. 4. Fair. 5. Knowledge of Scripture and of Catechism not satisfactory; reading and spelling bad; very little knowledge of grammar and of arithmetic. Five boys, who were in the third class last year, could not work correctly a sum in simple addition, or write easy numbers from dictation. 6. Certificated. 7. Some allowance must be made for the unsatisfactory result of the examination by reason of the irregular attendance at the school, in consequence of a bad fever which prevailed for some time in the village; but the children ought to have passed a better examination. The average attendance is only 40, and there is a master and two pupil-teachers to give the instruction.

1. Fairly arranged. 2. Deficient, especially in maps. 3. Three classes, under a master and one pupil-teacher. 4. Deficient. 5. The first class, amongst which there were some big girls, could scarcely answer a question of the most ordinary kind in Scripture; no knowledge of geography, or grammar; spelling bad; only three could do anything in arithmetic. 6. Certificated.

1. Desks attached to side of wall. 2. Fairish. 3. In five classes, under a master and one pupil-teacher. 4. Improved. 5. First class answered nicely in Scripture and Catechism, and had a fair knowledge of geography; writing moderate; reading improved; arithmetic fair. The second and third classes have been nicely instructed in Scripture, and have improved in reading and arithmetic.

166. Shurdlow, Boys' . . . 19 Aug.

60

16

13

166. Blandford, Mixed . . . 20 Aug.

49

10

15

167. Shirley, Mixed

35

13

12

168. Little Eaton, Boys' . . . 21 Aug.

47

15

34

. . . Girls'

57

23

29

169. Smalley, Boys' . . . 22 Aug.

27

24

14

. . . Girls'

43

20

44

170. Ilkeston, Boys' . . . 23 Aug.

83

28

32

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

DERBYSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance	
171. Sudbury, Lady Vernon's, Girls' . . .	1850. 26 Aug.	52	11	18	55	1. Desks attached to side of room. 2. Fair. 3. In four classes, under two mistresses and two pupil-teachers. 4. Good. 5. The first class answered well in Scripture and in the Catechism; spelling and geography fair; arithmetic moderate; writing good; grammar fair; several in the first class wrote a good abstract; reading improved. Second class—improved in arithmetic; spelling fair; nicely instructed in Scripture and in the geography of Palestine. Third class—fairly taught. The fourth class is carefully taught by the other mistress, who discharges her duties with zeal and ability. 6. The mistress who gives the principal part of the instruction has obtained her certificate of merit and is deserving of much praise for her exertions in behalf of her school. 7. Seventeen are instructed in household work, cut out-elf make clothes.
172. Doveridge, Girls' . . .	27 Aug.	25	28	25	40	1. Desks to side of room. 2. Fairish. 3. In four classes, under a mistress. 4. Fair. 5. First class—reading, spelling, and geography fair; grammar very moderate; arithmetic moderate; nicely instructed in Scripture and in the Catechism. Second class—fairly instructed in Scripture and Catechism; geography fair; reading moderate; spelling bad; two worked correctly sums in compound multiplication. Third class—fair knowledge of Scripture, of maps of Palestine, and of England; deficient in arithmetic. 6. The mistress is a fair teacher, and of good abilities.
„ Infants' . . .	28 Aug.	44	20	25	45	1. Gallery and low seats round the room. 2. Moderate. 3. Infants, under a mistress and one pupil-teacher. 4. Good. 5. The children have been nicely instructed in Scripture; 10 read with ease from the gospels, and had a fair knowledge of the maps of England and Palestine; more attention has been paid to arithmetic during the past year. 6. The mistress takes considerable pains; but the instruction given is still too mechanical.
173. Newbottle, Mixed . . .	29 Aug.	20	•	•	60	1. Desks attached to side of wall. 2. Deficient. 3. Mixed, under a mistress and one pupil-teacher. 4. I can scarcely speak as to the discipline, so few were present. 5. The children have been nicely instructed in Scripture; the first class had some knowledge of the map of Europe and of England; four could work sums in practice and simple proportion; grammar not much; reading and writing fair; spelling moderate. Second class improved in arithmetic. Upon the whole the school generally exhibits improvement since the preceding inspection. 6. Certificated.
„ Infants' . . .	„	33	•	•	•	Not more than half were present on the day of inspection. The school is nearly destitute of suitable apparatus, and the children are taught entirely by rote. The children were assembled almost before the completion of their holidays; and this was the reason of the thin attendance in both schools.
174. Chesterfield, Victoria Schools, Mixed . . .	30 Aug.	180	•	•	164	1. Two groups of parallel desks; two windows have recently been made, which make the room lighter. 2. More reading books are required. 3. In seven classes, partially mixed, under a mistress, sewing ditto, and three pupil-teachers, etc. and

GENERAL OBSERVATIONS.

1. Desks and Furniture.
2. Books and Apparatus.
3. Organization.
4. Discipline.
5. Instruction.
6. Master and Mistress.
7. Special.

most of this class wrote a good abstract. Second class—should improve in religious knowledge; arithmetic very fair (girls excepted); good knowledge of the geography of England. The lower classes have been nicely instructed. 6. The mistress has obtained her certificate of merit; she is an able and earnest teacher. There is no one more thoroughly devoted to her work, or who gives up herself so entirely to promote the welfare of her pupils, than Mrs. Edwards, the mistress of this school.

1. Gallery; the room is dirty, ill-ventilated, and the building is much out of repair. 2. Some dirty reading cards, a box containing specimens of object lessons, and some mechanical models. 3. In three classes, under a mistress, assisted by monitors. 4. Very bad. 5. The children could scarcely answer a question of the most ordinary kind in Scripture; and they were equally ignorant of every other subject. The school is in an inefficient state as can well be conceived. The mistress does not exercise any control or influence over her scholars. 7. New rooms are about to be built; and matters will soon be placed on a different footing.

1. The children are taught in a warehouse; a suitable building is greatly needed. The school is situated amidst the poorest part of the population of Derby, in a locality where good schools are especially needed. Considerable pains have been taken with the boys by the Scripture reader, who has been acting temporarily as master. I had not time to inspect the girls' school.

1. Decks attached to side of room. 2. Very deficient. 3. In three classes, mixed (chiefly boys) under a master. 4. Fair. 5. The children were very ignorant of Scripture; only two boys could do anything in arithmetic; no knowledge of grammar or geography. This school is in a worse state than when I examined it two years since. The master only receives 11l. per annum, and no superintendence is exercised over the school.

1. The school is held in a house. 2. Some maps and a black board; no proper reading books. 3. In three classes, under a mistress. 5. It is scarcely possible to describe the ignorance and the utter want of intelligence exhibited by the children. None of them could write from dictation; they are not allowed to learn arithmetic or to write in copy-books.

1. The school is held in a house. 2. Deficient. 3. In three classes, under a mistress. 5. The instruction is chiefly confined to scriptural subjects, of which the children had a very moderate knowledge; they are not allowed to write in copy-books or to work sums on slates; the amount of instruction which the children receive in this school is very small indeed. The children are taught by a mistress who is very kind to them.

[The three preceding schools are supported by and under the controul of W. Evans, Esq., M.P., who contributes liberally to various schools in Derbyshire. A more enlightened and extended system of education in the schools at Allstree is very desirable.]

1. Decks attached to side of room. 2. Moderate. 3. In five classes, mixed, under a master and mistress. 4. Fair. 5. A few boys in the first class answered nicely in Scripture and the Catechism, the rest were very ignorant; writing fair; spelling bad; arithmetic very bad; no knowledge of geography. Only three boys were learning grammar, and two of them were absent; six boys who were present were in the same state last year. Second class neither geography or grammar is learned; not one could write easily from dictation, or work a sum correctly in simple addition. The lower classes were correspondingly ignorant. 6. The master has taken little or no pains to improve his school.

1. School held in a house. 2. Deficient. 3. In three classes, under a master. 4. Fair. 5. The instruction is chiefly confined to religious subjects; two boys in the first class answered fairly in the Catechism, the rest very indifferently; only two could write from dictation; these two could work sums in compound multiplication and division, but neither wrote figures correctly from dictation. Reading bad. 6. The master is able to teach the children to read and very little besides.

1. School held in a room above that of the boys. 2. Deficient. 3. In three classes, under a mistress. 5. One girl, the daughter of the master, answered nicely in the Catechism; only two could write from dictation; the girls could do little or nothing in arithmetic; writing bad; no geography or grammar. This school is situated in the midst of a colliery district comprising a population of 1,200.

175. Derby, All Saints, Mixed.	2 Oct.	100	56	100	110				
176. St. Paul's, Boys.	"	33	12	57	36				
177. Littleover, Mixed.	3 Oct.	25	12	10	25				
178. Allstree, Boys.	"	22	4	4	23				
179. " Girls.	"	27	6	5	31				
180. " Infants.	4 Oct.	30	12	20	32				
181. Aston-on-Trent, Mixed.	"	91	31	26	105				
182. Church Gresley, Boys.	7 Oct.	31	24	16	30				
" Girls.	"	25	40	28	30				

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—*continued*

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
183. Stapenhill, Boys'	1850. 8 Oct.	56	17	26	52	1. Desks attached to side of room. 2. Fairish. 3. In four classes, under a master and one stipendiary monitor. 4. Fair. 5. The first class had a moderate knowledge of the Scriptures and Catechism; arithmetic moderate; fair knowledge of the map of Europe; spelling, reading, and writing moderate. 6. Second class—knowledge of Scripture not satisfactory; the boys in this class were deficient in putting down numbers from dictation, and in arithmetic generally; spelling bad; improved in writing on slates; no knowledge of geography or grammar. Fourth class—deficient in religious knowledge and arithmetic. The girls' school has greatly decreased in efficiency since the preceding examination. The infants are taught in a separate building. The instruction is entirely mechanical and no attempt has been made to cultivate the intelligence of the children. This school would prove a valuable auxiliary to the boys' and girls' under a properly qualified teacher.
184. " Girls' " Infants "	" "	27 30	" "	" "	27 34	1. The desks are attached to the side of room, which is ill-ventilated, cold, and damp. 2. Deficient. 4. In four classes, under a master. 5. Only two boys in the first class were present, the rest were very young and attend irregularly; they read badly, could do little or nothing in writing, and the boys' by a sliding scale of grammar. 3. Four classes, under a mistress. Fair. 5. The first class answered nicely in Scripture and Catechism, and wrote well from dictation with tolerable spelling, but could do little or nothing in arithmetic; very little knowledge of geography or grammar; the second class, though they constantly read in the New Testament, are deficient in religious knowledge. Upon the whole, though the standard of instruction is low, some improvement has taken place.
185. Walton-on-Trent, Boys' "	9 Oct.	30	"	2	28	1. Desks attached to side of wall. 2. Fair. 3. Four classes, under a master. 4. Fair. 5. A few of the boys in the first class answered nicely in Scripture and Catechism; fair knowledge of geography and not much of grammar; three did well in arithmetic; the remainder, who had been irregularly at school, imperfectly; copy-books clean and well kept, but the writing moderate. Second class—reading fair; arithmetic tolerably good, as far as simple long division; some knowledge of the geography of England; the two first classes are deficient in spelling, and in writing down numbers from dictation. The lower classes consist of little boys, who require much care and attention.
186. Repton, Boys' "	10 Oct.	50	20	30	33	1. Desks to side of room. 2. Deficient. 5. The girls' school is in a miserable state, it has a bare existence and that is all.
" " Girls' "	" "	28	33	23	50	1. Desks attached to side of room. 2. A supply of books and maps has recently been obtained. 3. In five classes, mixed, under a mistress. 4. Fair. 5. The first class answered nicely in Scripture; they had some knowledge of geography in which only the first class is instructed; arithmetic very little; writing moderate, but the books are clean. 6. The mistress has only been one year; her school is likely to improve.
187. Morley, Mixed "	11 Oct.	42	7	9	50	

188. Kirk Langley, Mixed . . .	14 Oct.	50	35	43	55	1. D led; this class are	o side of wall. 2. Deficient in books. 3. Mixed, under a master and mistress. 4. Fair. 5. Moderate knowledge of Catechism; deficient in putting down figures from dictation; spelling bad (four in the first class read); reading poor; writing on slates tolerably good; very little knowledge of geography. The lower classes are at religious knowledge. 6. The master discharges his duty to the best of his ability.
189. Sawley, Mixed . . .	"	85	16	8	50	1. D four were multi wro	1. D taught to side of wall; there are two rooms which are separated by means of a screen. 2. Deficient. 3. In ignorant of Scripture and the Catechism; two out of the first class of boys were correctly a sum in simple multi and two in compound multiplication; the girls could do nothing in arithmetic; spelling bad; the boys only on their slates, the girls very indifferently; the last class could not do anything in arithmetic at present; charge of a pupil-teacher. 4. Fair. 5. The first class possessed some general knowledge of Scripture; arithmetic not much, with the exception of two boys; spelling bad; writing on slates poor. 6. There is no regular master at present; the schools are very likely to improve under the five superintendences of the school. 7. The average attendance is 45 (boys and girls) out of a population of 5,000. 8. The master has been in charge a short time only; the managers of the school guarantee him 3l. per annum, the rest of his salary he makes up as he can.
190. Horsley, Boys' . . .	16 Oct.	30	18	40	32	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.
191. Hearnor, Mixed . . .	18 Oct.	24	23	25	22	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.
192. Tansley, Mixed . . .	21 Oct.	51	54	48	60	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.
193. Belper, Boys' . . .	22 Oct.	131	62	70	150	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.
194. Crich, Boys' . . .	23 Oct.	29	15	75	28	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.
195. Girls' . . .	"	10	"	"	"	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.	1. Desks attached to side of wall; there is a fair-sized room for the girls' school; the mistress has been a pupil-teacher for one year in a school in Derby.

Tabulated Reports, in detail, on Schools inspected by the Rev. J. J. Blandford—continued.

DERBYSHIRE—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
195. Breckensfield, Mixed	1850. 24 Oct.	29	.	.	35	1. Desks attached to side of room. 2. Deficient. 3. Mixed, under a master. 5. The children were very ignorant of Scripture and of the meaning of the Catechism; reading, writing, and spelling bad; three boys in long division; the others could not work correctly a sum in simple subtraction; no knowledge of geography or grammar; the children are taught to sing from notes, they acquitted themselves better in this than in anything else. 6. The master was trained at St. Mark's, he has only been in charge for five weeks, he is not therefore responsible for the ignorance of the children.
196. Heage, Mixed	28 Oct.	84	25	115	80	1. Gallery. 2. Very deficient. 3. In four classes, consisting of boys, girls, and infants, under a mistress and an assistant. 4. Fairish. 5. The children could not answer the most ordinary question in Scripture, they could do nothing in arithmetic; spelling and writing bad; no geography or grammar.
197. Middleton, Mixed	29 Oct.	40	.	.	43	1. Desks attached to side of wall. 2. Deficient. 3. In four classes, under a mistress. 4. Moderate. 5. The children were very ignorant of Scripture; reading and spelling bad; not one could do a sum in simple subtraction, or write down correctly 5,050 from dictation; only one worked a sum in simple subtraction; no knowledge of geography or grammar; writing very moderate. 6. The mistress is ungracious in her manner towards the children, and did not seem disposed to receive any suggestions for the improvement of her school.
198. Monyash, Mixed	30 Oct.	34	.	16	58	1. Desks attached to side of room, which is out of repair, badly ventilated, and much too small for the number of children who are crowded into it. 2. Very deficient. 3. Four classes, under a master, assisted by his wife. 4. Bad. 5. The children in the first class were very ignorant of the Scriptures and Catechism; one girl worked a sum in simple proportion, and four boys and one girl did correctly a sum in compound multiplication, the rest could not do anything in arithmetic; no knowledge of geography or grammar; no boys in the second class were learning arithmetic, several of them had been one year at school, they also were very ignorant of Scripture.
199. Bakewell, Girls'	"	43	8	25	48	1. Three groups of parallel desks. 2. Moderate. 3. Four classes, under a mistress. 4. Improved. 5. The first class answered well in Scripture and the Catechism; writing fair; spelling bad; arithmetic improved; some knowledge of the geography of Palestine and England. The second class should improve in arithmetic; some of the children learn music from notes. Upon the whole the school has improved since the preceding inspection.
200. Ednecar, Girls'	31 Oct.	31	7	8	30	1. Desks attached to side of wall. 2. Moderate. 3. Three classes, under a mistress and one pupil-teacher. 4. Good. 5. First class—good knowledge of Scripture and Catechism; arithmetic fairish, as far as compound rules; fair knowledge of geography; spelling moderate. Second class—well instructed in Scripture; spelling fair, better (in proportion) than that of the first class; reading fair; some knowledge of the map of England and Palestine. Third class—passed a creditable examination, but should improve in arithmetic. 6. Certificated; has taken great pains with the children and improved her school; a more easy and less constrained manner, on the part of the mistress, towards the children would be beneficial and add to her efficiency as a teacher.

General Report, for the year 1850, by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, M.A., on the Schools inspected by him in the Counties of Hants, Kent, Surrey, and Sussex.

MY LORDS,

I HAVE the honor to submit to your Lordships a tabulated summary of the result of my inspection of Church of England Schools during the year 1850; and to the very few observations of which that summary will be the basis, I propose to append a detailed list of the schools which I have visited, with the names of their teachers, marking such as hold certificates of merit, and enumerating the pupil-teachers in each school continuing their apprenticeship from previous years, and also, separately, those whose indentures have commenced during the present year. To this list will be added a series of general observations, characterizing in concise terms the various schools they severally refer to, which, from the great number it has been my duty to report on during the present year, will necessarily extend to such a length as to compel me, in compliance with your Lordships' restrictions, to contract these preliminary remarks into a very limited compass.—(See Summary, next page.)

In adverting to this summary my attention is arrested on the threshold by the discrepancy exhibited between the first and second columns, which represent the number of schools in my district open to inspection as 772 (or thereabouts, lying in 475 separate localities), while the number actually visited by me and reported on during the present year amounts to considerably less than one-half of that number. It is well known to your Lordships that it is only by very great exertion and a rigorous economy of time that I have been enabled to compass even so many inspections (278, besides some not reported, exceeding on the whole 300), in addition to the various other calls upon me, such as district and training-school examinations, the almost countless reports which it has been my duty to present upon the various cases of apprenticeship and certificates of merit which claim attention in my district, and an incessant and voluminous correspondence connected with them. Yet while I am spared the pain of thinking that much more could have been done in this respect (single-handed at least) than, through the accommodating spirit of the managers of schools, I have been able to effect, it is impossible that I should not lament to see so considerable a number of schools in my district practically debarred from the stimulus, the encouragements, and the suggestions which, with many incidental benefits, confessedly ac-

SUMMARY OF INSPECTIONS, &c., in the Counties of HANTS, KENT, SURREY, and SUSSEX, during the Year 1850.

COUNTY.	Number of Boys, Girls, and Mixed Schools, (Grants or by Invitation, 1850.)	Decidedly good, or in an improved and promising condition.	Fair.	Indifferent.	Newly Inspected in 1850.	Verdict reserved till a Second Inspection.	Number of Children Examined.	Schools conducted by Teachers bearing Certificates of Merit.	Number of Certificates upon which Augmentation of salary has been granted.	Number of Certificates upon which Augmentation of salary has been refused, and why.	Number of Pupils-teachers to whom their Stipend has been allowed.	Number to whom it has been refused, and why.	Number of Pupils-teachers remaining from previous year.	Number of Pupils-teachers newly Apprenticed in 1850.	Total Pupils-teachers remaining Christmas, 1850.
BOYS.															
Hants	A. . . .	B. 41.	C. 23	D. 10	E. 1	F. 7	G. 3,420	H. 13	K. 12	L. 1 Misconduct.	M. 51	N. 1 Bad papers. 2 Copying.	P. 35	Q. 15	R. 70
Kent . . . .	. . . .	23	18	6	3	8	3,277	13	12	1 Bad school.	48	. . . .	48	12	60
Surrey . . . .	. . . .	51	21	13	5	12	5,172	19	17	2 Bad school.	58	. . . .	58	23	81
Sussex . . . .	. . . .	16	8	4	3	3	1,366	6	5	1 Bad school.	29	. . . .	29	5	34
GIRLS.															
Hants . . . .	. . . .	40	16	15	3	6	2,725	8	7	1 Misconduct.	43	1 Bad papers.	44	12	56
Kent . . . .	. . . .	31	8	9	2	12	2,444	7	6	1 Bad school.	27	. . . .	27	8	35
Surrey . . . .	. . . .	46	18	10	2	16	3,505	9	9	. . . .	30	. . . .	30	19	49
Sussex . . . .	. . . .	16	7	3	3	3	1,280	5	3	2 Bad school.	24	. . . .	24	2	26
TOTAL BOYS' AND GIRLS' SCHOOLS.															
Hants	257	39	25	4	13	6,145	21	9	9	2 Misconduct.	94	4	99	27	126
Kent	177	26	11	5	20	5,721	20	18	2 Bad school.	75	4	4	75	20	95
Surrey	198	39	23	7	28	8,677	28	26	2 Bad school.	88	2	2	88	42	130
Sussex	140	13	7	6	6	2,866	11	8	3 Bad school.	53	. . . .	. . . .	53	7	60
Grand Total	772	119	70	22	67	23,409	80	71	9	. . . .	310	4	315	96	411

company inspection. I have had, moreover, opportunities of assuring myself beyond the slightest doubt that the number of schools voluntarily open to inspection, or liable to the same through grants of public money, would be very largely increased if we had leisure for more of what I will venture to call the missionary work of inviting attention to the system, and of encouraging applications for its administration. As it is, we seem to be practically repressing and discouraging such applications by the great difficulty which we experience, and the consequent tardiness which we inevitably manifest, in making any visits beyond the pale of those cases which are rendered urgent or peremptory by the annual claims of our pupil-teachers for stipend, and for augmentation of salary by the holders of certificates of merit.

That this evil will be remedied in some degree by the services of the Assistant Inspector, whose aid has been assigned to me for a certain portion of the coming year, I am bound gratefully to acknowledge; but nothing less than a permanent accession of such assistance, available throughout the year, would enable me to grapple with the necessities of my district in any competent degree.

In illustration of the benefit likely to ensue from a more extended provision for inspection, I may be permitted to refer to the columns C, D, E, and F, as compared with B. I have there recorded 278 inspections, 67 of these having occurred for the first time. I reserve any verdict upon the condition in which I found those 67 schools till I may have an opportunity, on a second visit, of comparing that condition with the progress subsequently made. But of the remaining 211, which I have visited more than once (and which, therefore, may be cited as affording evidence of the advantage of the system), I find 119 decidedly good or very much improved and promising; 70 in a fairly creditable state, and, as to moral and religious tone, entitled to a scarcely less favourable record than the preceding; and 22, from various untoward causes, in an indifferent condition.

But upon this point (I mean the advantages resulting from inspection) I think myself fortunate in being able to adduce testimony which stands aloof from all suspicion of any bias in the direction to which my own calculations might possibly incline; it is that of the parochial clergy themselves in that portion of my district which has been the most active in educational progress—I mean the diocese of Winchester. And this testimony has been confided, not to myself, not to the Committee of Council, not to any quarter nor in any manner which might impose prudential restraint upon a free expression of opinion, but in private communication with one towards whom it may, without hesitation, be assumed that they whose evidence I am about to cite entertain sentiments no less of per-

sonal and affectionate confidence than of official veneration—the Bishop of the diocese. And I should think that no opportunity more favourable than that afforded by these private communications between his Lordship and his clergy could possibly have been suggested for the expression of any lurking dissatisfaction which might have been created either by the system itself or by the particular manner in which the Inspector's function might have been discharged—a function critical in its very name and nature, and therefore inevitably and constantly incurring the hazard of offence. Yet nothing could be more conclusive as to the favourable feelings entertained towards the system than the evidence of those who have experienced its application. His Lordship writes*—

“I submitted the following queries to all the clergy (of the diocese of Winchester) whose schools are on the list of inspection in the last Report, about 70 in number.”

1. Have you experienced any inconvenience from the government inspection of your school, and if any, what?—Answered in the negative by 66. Four stated objections, but none, except in a single instance, which bear upon the system.

2. Have you derived any advantage, exclusive of the grants, to pupil-teachers, and the certificates of merit to masters and mistresses?—Answered in the affirmative by 55. “Stimulus;” “suggestions,” “shows where there is deficiency,” “increased interest in the parish,” “example of pupil-teachers has a happy influence,” “discipline improved,” “increased exertions of master and children,” and the like. One writes, “no interference with religious teaching, except for good.” Another, “they,” the Inspectors, “have appeared to me anxious to do their duty in a fair and considerate spirit; and as regards religious instruction, while studiously seeking to give the clergyman the chief place in this part of the examination, they have not failed to let it be seen by the children how much importance is attached to it.”

This unbiassed testimony from 66 clergy out of 70, who had had actual experience of the administration of your Lordships' Minutes, seems to speak no less conclusively as to the acceptance which that administration meets with, than my own figures, drawn from careful observation, do of the advantages which follow its adoption; and I cite this testimony solely for the sake of the inevitable inference to which it leads, viz., the facility which exists for extending those advantages and the readiness with which they would be welcomed, if it should be in the power of your Lordships to enlarge the provision for inspection in my district.

Column G points in the same direction; recording as it does the inspection only of 23,409 children out of an aggregate population of nearly 2,000,000 in the four counties.

I have next stated the number of teachers holding certificates of merit, and claiming upon them an annual augmentation conditionally upon their schools being reported efficient, and upon the managers expressing themselves satisfied during

* Charge to the Clergy of the Diocese of Winchester, 1850.

the past twelve months with their "character, conduct, and attention to duty." The cases of this kind on which I have had to report in 1850 amount to 80. The number is rapidly increasing, and will be very much larger in the coming year.

I am anxious to invite attention to the conditions upon which these augmentations are allowed. They are not only "character and conduct;" not only "attention to duty;" not only these in combination, but also "an efficient school."

If I have rightly interpreted the spirit and intention of your Lordships' Minutes, it has been their object not merely to elevate the station and promote the comfort of a hardworking, meritorious and neglected race of men who stood very much in need of such assistance; not merely to encourage them in efforts after a higher standard of intellectual attainment, though this was also at one time very needful; not merely to relieve the embarrassment of impoverished neighbourhoods where schools might seem desirable; not one of these for its own sake alone, however humane and adequate an object each might be; but I apprehend the great principle and intention of your Lordships to have been the enlisting of *all* sympathies, and interests, and influences that stood in any legitimate relation to such an object, and adjusting their concurrence in the promotion of the prosperity of schools, and the extension thereby of moral, intellectual, and religious education. Now, to apply this principle to the claim for augmentation of salary upon certificates of merit, it is obvious that the great end in view would be but very partially ensured if either moral character and conduct, or intellectual proficiency, or adroitness in school-keeping, were any one of them taken singly, or even all in combination, held sufficient to establish the right of a certificated teacher to the money conditionally due on his certificate. For it is very conceivable, nay, consistent with too frequent experience, that in the absence of any one of these qualifications the rest may be rendered ineffective; nay, that all combined together, attainment, character, school-management, all may be too weak to compensate for defective local co-operation, and to combat the embarrassments that may be created by a perverse or parsimonious committee. In order, therefore, to substantiate a claim to augmentation of salary upon a certificate of merit, your Lordships have exacted that while the document itself bespeaks at least a fair and competent degree of intellectual attainment, the testimony of the clergyman and other managers shall also be furnished year by year, that the teacher has reported himself, both in moral and professional respects, to their perfect satisfaction; and likewise that the local contributions have amounted to _____ of the augmentation claimed; to which must be added the report of the Inspector, that the supply of books and apparatus by the managers, and the mechanical arrangements of the school, are satisfactory; that its

organization and discipline are such as are desirable; that the instruction of the children is of competent quality; and that the school is generally in a creditable and efficient condition. Now when it is considered that all these particulars,—viz., good character and conduct of the teacher; such a discharge of his duty for the preceding twelve months as shall have been satisfactory to the managers; co-operation of such managers; local liberality proportionate to the augmentation sought; the moral and religious tone of the school; and the attainments, both scriptural and secular, of the children,—are all expected, each at least in its average and creditable degree, to combine for the great end in view before the holder of a certificate can claim the money conditionally assigned—it will not excite surprise if in these early stages of experience in the system connected with those documents, some few cases of disappointment have arisen, such as may be hoped to occur but very rarely for the future. It will appear from column L that I have had the misfortune to be conversant with nine cases of this character. Two of these were cases in which creditable and industrious teachers were concerned, but from whom the local committee had, under peculiar circumstances, and I must think vexatiously, withheld facilities which were immediately within their reach; the result was utterly inefficient schools—a result which it is no part of your Lordships' purpose to encourage. The augmentation was therefore forfeited, and an intimation was given that while no blame appeared to attach to the teachers, yet that the public grants were devoted to the promotion of education, and could not be accorded when that object was obstructed by those whose co-operation was one of the indispensable conditions of participation. Five more were cases of exceedingly inefficient schools, and two, I lament to say, of immorality. There is no portion of my duty which I have discharged with so much hesitation and repugnance as that connected with these nine cases of refused augmentation. But your Lordships were pleased to devote to them that more than usually minute deliberation which I earnestly invited; and I console myself with thinking that the resolution which has been evinced, and which I have here attempted to explain, to make the net result of “an efficient school” an indispensable condition of augmentation of salary, will tend to diminish the number of disappointments for the future. Seventy-one augmentations were allowed.

I turn with very great pleasure to the next column (M), which records that 310 apprentices in my district have received their stipends for the past year upon my favourable report on their good conduct and attainments, backed by the approbation of their clergy. Nor is this pleasure materially diminished when I advert to the two succeeding summaries (N and O), from which it appears that, while two have forfeited their payments for deficient attainments, and two for dishonest copying,

of the 24 whose apprenticeship has terminated, nine have been promoted to Queen's scholarships, or to other advantageous appointments under circumstances highly creditable to themselves; six have been removed for incompetency; five, I am grieved to say, by death or illness; but *only three through causes morally discreditable to themselves*—and even these not of a very heinous character. • I cannot dismiss this subject without renewing the expression of my grateful acknowledgments to the parochial clergy for the discrimination and the frank integrity with which they have invariably assisted me in making, in the first instance, such a cautious selection of candidates for apprenticeship as should secure us, by God's blessing, from the pain, the mischief, and the mortification of a more serious defection from their ranks. The three concluding columns of the table exhibit 315 pupil-teachers remaining on the list from previous years; 96 apprenticed during 1850, making a total of 411; so well-conducted, intelligent, and promising a portion of the community, that I shall be forgiven if gratitude is mingled with some little pride at having been in any way concerned in their selection. •

It will not escape observation, that even after taking into account the respective proportion and peculiarities of population, the progress of education in the two counties of Hants and Surrey, whether as respects extent or character, is somewhat in advance of that exhibited in the adjoining counties, Kent and Sussex. Amongst many causes which might fairly be conjectured as conducing to this result, I feel no hesitation in assigning as one of great importance, the circumstance that the chief pastorate of the diocese,, comprised in the two former counties, has been happily so long (as may it long continue) undisturbed by change; coupled with the adhesion long ago expressed, and the encouragement from time to time afforded by the Bishop to the administration of your Lordships' Minutes. And judging from the very marked increase in the number of applications for inspection which have reached me since September last—applications much more numerous than I can at present meet, but to which I shall strain every nerve to give effect—I am much mistaken if the recent charge addressed by that prelate to his clergy, encouraging them to an ungrudging confidence in the system of the Committee of Council, is not already effecting a very increased and signal influence in extending the beneficial operation of that system in the south-eastern district.

But there has been another circumstance, subordinate it must be confessed, yet neither equivocal or insignificant, which may claim no inconsiderable share in the educational advancement of the counties of Hants and Surrey. It is their closer contiguity than that of other districts to a centre of educational influence of which the force is felt and visible, though in a less conspicuous degree, in the remotest parts of England—I allude

to the school of King's Somborne. It may be doubted whether any amount of printed treatises upon the subject could produce an effect at all proportionate to that which silently results from a single working model such as this excellent school exhibits. It has been visited by hundreds of persons whose intelligent discernment was only equalled by their deep interest in the cause of education; and I believe that whatever prepossessions or misgivings they had been previously led to entertain have uniformly given way upon actual observation to a conviction of the plain, homely, useful, thoroughly practical character of that institution. Rumour might have led them to expect that they should find *science* prosecuted to an extent and in a manner not suited to the present apprehension or the future requirements of these rural children; or that *literature* was cultivated to a degree which might tend to enervate their minds or give them a distaste for the robust employments which awaited them in after life. Above all, it is not impossible that some fear may have been excited through misapprehension (not always perhaps unaided by misrepresentation) that secular instruction in this school was attaining an ascendancy over moral and religious inculcation, which might lead the children to forget or disregard their social and spiritual relations, and to be negligent, or self-seeking in their discharge of the several duties attached to those relations; making them forward, pert, pedantic, instead of meek, contented, dutiful, and fitted for that state of life to which it might please God to call them. Now this misapprehension, if it have existed, is, I believe, precisely the one of all others which those who have visited the King's Somborne school, whether in a lay or professional capacity, would be the promptest and most eager to remove. The scriptural *knowledge* of the children—taking not extent only *but intelligence* into account—is not, I venture to say, surpassed in any school with which I am acquainted; while with regard to what seems to me of more importance still—I mean their moral and religious tone and spirit, so far as it can be inferred from their demeanour,—this school appears to me far more remarkable than for any attainments that may have suggested apprehensions to the contrary. I pretend to no more than the commonest measure of discernment. I possessed none but the ordinary means of observation. But let it be remembered that a school inspection sets open a hundred little loop-holes at which the moral defects of the children peep out if they be there; and vanity, forwardness, jealousy, unseemly emulation, dishonesty, disobedience, and other germs of evil will not long remain concealed on such occasions from an average penetration. But if while applying the various tests at my command I found the children in these schools to be signally characterized by quietness, simplicity, courtesy, obedience, integrity, mutual concession, and a sense

of duty without undue reference to praise; if all that I could incidentally learn at other and more leisure times of their personal, parochial, and domestic history was in harmony with those good qualities; and if the system and the influences which I saw at work were precisely such as I should, *a priori*, have expected to give such results,—why then, I think, that, without assuming any unusual insight into the human heart, I may be permitted to refer these pleasant fruits to a soil which has received some better culture than any that the mere letter of instruction, whether sacred or secular, can furnish. There must have been besides a spirit doing its silent, gradual, and pervading work, more than sufficient to correct and neutralize whatever acrid and unhealthy tendencies may adhere to mere secular attainment. In the boys' school, scarcely less than in the girls' (though to a casual visitor it might be more attractively observable in the latter), there is that tone of genuine modesty which manifests itself rather by the absence of anything forward, unquiet, or offensive, than by the obtrusion of anything positive calling attention to its own existence. There is a difference between this genuine grace, this *modest kind of modesty*, and the spurious quality which sometimes does duty for it, and which they will be at no loss to recognize, who have encountered, either in schools or elsewhere, persons bashful even to awkwardness, shy to affectation, embarrassed in whatever may chance to be the duty of the moment, not because they are not thinking about themselves, but because they are thinking of nothing else; *modest with nothing to be modest of*. Now, I observed in the young people of King's Somborne school a modesty very different from this, which, without crippling or embarrassing their faculties and self-possession, seemed to remove from them all consciousness of there being any merit in it. Their work was all done quietly, straightforwardly, and as a thing of course. As to the character of their studies and employments, all appeared to me of the most homely, useful, practical sort, just such as would qualify them for the discharge of their probable tasks in life with comfort to themselves and advantage to their employers, and in a sense of duty to their Maker; and yet not so closely and pedantically, and in a spirit of caste adjusted to those probable employments as utterly to disqualify them for adapting themselves to any other calling to which the force of inherent tendency, or of Providential circumstance, might possibly invite them. They read with that fluent ease, and pleasing modulation, and intelligent emphasis which would make their reading an agreeable resource not only to themselves, but to listeners by the cottage fireside. Their writing and arithmetic were proportionately good; and plain industrial occupations had their proper measure of regard. To the recreations, in which the elder children took an eager interest, connected with the phenomena

of nature, and such as are exhibited by an orrery, an air-pump, and an electrical machine, I think the sounding term of *Science* would be misapplied and likely to mislead, as indicating something far beyond the amusing and familiar experiments by which boys of 14 are led, much to their obvious delight, to connect their intelligence with a few of the facts and appearances of the world about them. Nor would *Literature* be precisely the appropriate word to use in reference to some very pleasing and improving ingredients which enter here into the routine of instruction, such as learning by heart, and occasionally reciting, some of the popular compositions which have received the stamp of universal admiration. That such relaxations (for in that light they must be considered) afford great enjoyment to the young people is evident; and that their actual effect is only to refine without encraving, coincides no less with experience than with anticipation. It seems to me important to obviate any misconception which might be suggested by such words as literature and science, misapplied to the recreations and amusements of this eminently practical and useful school, because it is desirable that what stands so prominent in the country's sight as a model, and what has, in fact, served the purpose of a model over a sphere so extensive, should be distinctly understood to be of *attainable* and not of *unattainable* character and dimensions. Now this characteristic of imitableness the school of King's Somborne eminently possesses. It might sound more complimentary to its excellent founder, the Dean of Hereford, to speak of it as unique and inimitable. But to myself it seems a far worthier, as it is indeed a most strictly equitable tribute to his judicious zeal, to uphold this admirable, and now conspicuous, result of his fostering beneficence as one which it is not only desirable but quite possible to imitate. There is no reason why every parish in the kingdom should not present a similar nucleus of moral improvement and cultivated intelligence. Nothing about it has struck me so much as its perfect freedom from the romantic and the impracticable. Good common sense, directed by a genial, a humane, a Christian spirit, seems to be its presiding influence; and I have other reasons than those connected with an official inspection for believing that it has been the happy nursery of many honest, industrious, intelligent, and Christian men and women.

I beg permission to recite a few words from my confidential Report to your Lordships, written immediately after my first visit to this school, which subsequent experience and observation have abundantly confirmed:—

So much has been said, and most deservedly, in praise of these admirably-arranged schools, that I think it needless to say more at present than that they exceeded my most favourable anticipations. I do not refer so much to the amount of learning as to the quality and manner of the educa-

tion here accomplished. The acquirements of the children were extensive certainly, but yet without the least extravagance or unsuitableness to their probable vocation, and covered a field most reasonably and judiciously prescribed. But what was far more pleasing than the amount of their instruction was the personal neatness, the quiet and unaffected deportment, and the unassuming intelligence which seemed to have been co-ordinately cultivated, and in which these young people were evidently training for any service to which it might please God to call them. But the most important observation which I made in these schools was this, viz., that gratifying, and far more than gratifying, as they are, excellent in moral tone and discipline; varied and substantial in instruction; valuable as models to other parishes both far and near; still there is nothing here but what might be achieved in almost any school by the common sense, the benevolent industry, and the simplicity of purpose, in which no clergyman would be willing to confess himself deficient, and which, to my thinking, distinguish and adorn the Dean of Hereford still more than the personal amenity and the academical accomplishments which everybody cheerfully attributes to him.

I rejoice to think that the *attainableness* of character, and standard in these schools which I have been so anxious to assert has been repeatedly tested, and continues to be exhibited with increasing success both in my own and in remoter districts. And it is because the beneficial influence of the late rector of King's Somborne is thus expanding from parochial into national dimensions, that I feel bound to suppress the regret which otherwise I should share with so many others who have learned to know and revere him in the diocese of Winchester at his removal to another sphere of usefulness as the Dean of Hereford.

I cannot close these preliminary observations with greater satisfaction to myself than by mentioning a few schools which, for judicious management, cheerful discipline, attainment, and intelligence, or for that painstaking which affords the surest hope of excellence in these respects, appear to me entitled to distinction. I might add others with scarcely an inferior claim, but must content myself for the present with selecting from Hants—the schools of Alverstoke; Abbots Ann; Old Alresford; Lyndhurst; Stockbridge.

From Kent;—those of Ashford; Charing; Lee; Maidstone, Trinity; Maidstone, All Saints; and Rochester.

From Surrey;—Camden Chapel district; Effingham; Kennington Oval; Rotherhithe; Redhill; and Southwark (St. Mary's).

And from Sussex;—Burwash; Frant; Hadlow Down; and Hastings (St. Mary's).

Before these sheets are printed I shall have met with several other schools equally entitled to honorable mention; and the number of such is rapidly, steadily, and most assuredly increasing.

I have the honor to be, &c..

W. H. BROOKFIELD.

*To the Right Honorable
The Lords of the Committee of Council on Education.*

SUMMARIES OF

SUMMARY A.

* * The numbers given in the following columns depend upon this first column. The results given, being those of Inspector's

160	23,815	13,492	14,186	70	367	Per Centage of Children Learning											
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Arithmetic,		
															Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.
						58.	58.	29.	322.	27.8.	18.44.	37.53.	31.27.	13.9.	3.15.	7.	17.38.

• SUMMARY B.

Aggregate Annual Income, as stated by Managers.				
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1,060 9 0 •	6,683 15 11½	2,469 15 4½	3,327 15 2½	2,414 3 2½

RESULTS OF INSPECTION.

SUMMARY A.

actual Inspection between 1 November, 1849, and 31 October, 1850,—are not to be taken as complete accounts of the District.

as far as			Per Centage of Children								Per Centage of Children aged								
			Writing				Reading				7	8	9	10	11	12	13	14	
			On Paper.		On Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.									
			Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.													From Copies.
Division.	Addition.	Numeration or Notation.	3.13	45.7	15.	33.66	45.	22.53	39.17	33.97	34.66	33.63	6.43	17.02	14.42	14.15	7.95	4.6	1.8

SUMMARY B.

Aggregate Annual Expenditure, as stated by Managers.														
TOTAL.			Salaries of Teachers.			On Books and Stationery.			Miscellaneous Expenses.		TOTAL.			
£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
15,935	18	8½	10,577	9	9½	1,186	9	0½	4,962	6	10½	16,726	5	8½

ALPHABETICAL LIST of SCHOOLS inspected in 1850, in the Counties of HANTS, KENT, SURREY, and SUSSEX, showing the order in which they are remarked upon in the Tabulated Reports which follow.

COUNTY OF HANTS.

SCHOOLS UNDER MASTERS.

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certified.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
176	Alverstoke	Mr. Geo. H. With . . .	C	70	1	..
280	Abbott's, Ann (M.) . . .	Dear . . . . .	..	77	1	1
246	Alton	Earwaker . . . . .	..	71	2	..
55,	Bentley	Reddecliffe . . . . .	..	75	2	..
166	Bishops Waltham	L. Stephens	C	83	1	1
239	Bishopstoke	James Shotter . . . .	..	60	2	..
165	Brixton, T. W. (M.) . . .	G. Sedge . . . . .	..	110	1	..
164	Calbourne	J. T. Daintree . . . .	..	51	1	..
252	Crandall	Jno. Green . . . . .	..	62	..	1
235	Easton (M.)	Thos. Wilding . . . .	..	47	..	1
167	Fareham	J. A. Couchier . . . .	..	127	1	1
175	Gosport Preparatory . . .	G. Morris . . . . .	..	105	2	..
173	— St. Matthew	H. Hands . . . . .	..	96	1	..
274	Hook Common	R. Kingham	C	90	..	..
141	King's Somborne	B. Halstead	C	70	4	..
236	Kingsworthy	E. K. Baker . . . . .	..	35	1	..
46						
and } 264	Lymington	T. Winter	C	112	3	..
265	Lyndhurst	G. Mates . . . . .	..	79	1	..
258	Meon, West	C. Phillips . . . . .	..	40	..	1
161A	Newport	Ant. Penfilly . . . . .	..	101	1	1
161	Oakfield (M.)	W. Young . . . . .	..	93	1	..
198	Portsmouth	Hy. Hall	C	104	3	..
275	Portsea Town	J. T. Baker	C	180	4	..
200	— All Saints	W. Passingham	C	281	6	1
202	— Beneficial	T. Slade . . . . .	..	198	2	2
244	Petersfield	C. Sales . . . . .	..	60	..	..
5						
and } 213	Romsey	T. Cole . . . . .	..	68	2	..
158	Ryde	W. Stubbs . . . . .	..	86	2	..
196	Southampton, All Saints .	H. Hanford	C	116	2	..
204	— St. Mary's	J. Harle . . . . .	..	116	1	1
206	— St. Michael	C. Fabian . . . . .	..	50	..	..
212	South Stoneham	T. Winsor . . . . .	..	96	..	..
6						
and } 267	Tytherley, West	G. Lloyd	C	26	1	1
139	Wallop, Nether	W. Ough . . . . .	..	27	..	1
251	Whitchurch	W. Ingram . . . . .	..	..	..	1
260	Winton, Central	R. A. Eyres	C	85	3	..
52						
and } 234	— St. Bartholomew (M.) .	F. Wood . . . . .	..	79	1	..
50						
and } 210	— St. Maurice	T. F. Burr	C	59	1	..

Alphabetical List of Schools inspected in 1850, &c.—*continued.*COUNTY OF HANTS—*continued.*SCHOOLS UNDER MASTERS—*continued.*

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certified.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
3 and 232	Winton, St. Michael . .	Mr. W. G. Mason . .	..	29	1	..
238	— St. Peter's . . .	T. W. Jones . .	..	73	..	1
237	— St. Thomas . . .	R. West . . .	..	43	1	..

SCHOOLS UNDER MISTRESSES.

177	Alverstoke	Mrs. Marion Neville . .	..	50	2	..
242	Andover	A. Steel . . . .	..	32	1	..
247	Alton	Vick . . . .	..	67	1	..
248	— (Inf.)	E. Croad . . . .	..	90	1	..
263	Alresford	C. and M. Davy . .	..	125	2	1
56	Bentley	Reddcliff . . . .	..	63	..	1
262	Bighton (M.)	Mary Samphier . .	C	46	1	..
243	Buriton	Ann Poole . . . .	..	32	..	1
160	Carisbrook (Inf.)	H. Buller . . . .	..	91	1	..
256	Chawton (M.)	A. Whitelock . . . .	..	62	2	..
240	Compton (M.)	E. Young . . . .	..	50	1	..
4 and 253	East Boldre	J. Keyworth . . . .	..	73	2	..
254	Farringdon (M.)	J. Cochrane . . . .	..	41	..	1
174	Gosport, St. Matthew	M. Wilkins . . . .	..	45	1	..
142	King's Somborne	F. Saily	C	60	4	..
47	Lymington	Sarah Newman . . . .	..	140	..	..
266	Lyndhurst	A. Alexander	C	57	1	1
259	Meon, West	Ann Gregory . . . .	..	62	2	..
162	Newport	S. Broomfield . . . .	..	67	1	..
163	— (Inf.)	S. Taylor . . . .	..	65	..	1
199	Portsmouth	C. White . . . .	..	94	2	..
276	Portsea Town	C. White . . . .	..	80	1	1
203	— Beneficial	J. Armstrong . . . .	..	91	3	..
201	— All Saints	C. Clarke	C	110	2	..
245	Petersfield . . . .	.. . .	C	57	..	1
159	Ryde	C. M. Morze . . . .	..	80	..	1
197	Southampton, All Saints . . . .	.. . .	..	..	..	..
48	— (Inf.)	M. A. Tebbs . . . .	..	86	..	..
205	— St. Mary's	Emma Jarvis . . . .	..	73	..	2
207	— St. Michael . . . .	.. . .	..	40	..	..
187	— Bedford Place	Jane Palmer . . . .	..	48	..	..
255	Selborne (M.)	W. Cochrane . . . .	..	90	1	1
279	Stockbridge (M.)	Elizabeth Cox	C	84	2	..
7 and 268	Tytherley, West	E. A. Newman . . . .	..	50	1	..
49	Titchborne (M.)	M. Pither . . . .	..	35	1	..

Alphabetical List of Schools inspected in 1850, &c.—*continued.*COUNTY OF HANTS—*continued.*SCHOOLS UNDER MISTRESSES—*continued.*

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certified.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
241	Twyford (M.) . . .	Mrs. A. M. Wedge	..	79	2	..
140	Wallop, Nether . . .	Rachel Ough . . .	..	29	..	..
261	Winton, Central . . .	C. Greaves . . .	..	70	2	..
51 and 211	— St. Maurice . . .	L. Jarman . . .	..	..	3	..
272	— St. Michael . . .	— Mason . . .	C	..	..	..

COUNTY OF KENT.

SCHOOLS UNDER MASTERS.

94	Ashford	Mr. T. H. Vie . . .	C	130	2	1
108	Barham	J. Carter . . . . .	..	61	..	1
223	Blackheath	G. Clarke . . . . .	..	136	3	..
131	Boxley	G. Orford	C	95	3	..
30	Bromley	C. Tijon . . . . .	..	50	..	..
156	Chatham, St. John's . . .	T. S. Warne . . . . .	..	83	3	..
105	Canterbury	G. Nash . . . . .	..	203	4	1
96	Charing	S. Biggs	C	95	2	..
92	Cranbrook	J. Henwood . . . . .	..	67	..	1
	Deptford	J. Bavin . . . . .	..	121	..	..
111	Elham	P. H. Harding	C	49	1	..
221	Eltham	C. M. Sharpe . . . . .	..	68	1	..
188	Goodnestone	J. Crouch	C	30	..	1
132	Harrietsham	W. Folkett	C	32	..	..
71	Hawkhurst	T. Humphreys . . . . .	..	97	1	..
229	Hougham	W. J. Russell . . . . .	..	78	..	1
112	Hythe	E. Palmer	C	163	1	1
128	Igtham	J. Dungate	C	136	1	1
143	Lee	H. Wedlock . . . . .	..	88	3	..
120	Lydd	G. N. James . . . . .	..	45	..	..
133	Maidstone, Trinity . . .	R. Floyd	C	130	2	1
136	— All Saints	C. Jennings	C	183	4	..
	Malling, West	C. L. Mills . . . . .	..	65	..	..
127	Plaxtol	J. Williams . . . . .	..	75	1	..
57	Rochester	Joseph Draper	C	81	2	..
116	Ramsgate, St. George . . .	G. Smith . . . . .	..	114	3	..
118	— Christ Church	J. Veal	C	93	1	1
110	Swingfield	J. Deathe . . . . .	..	92	1	..
129	Sutton-at-Hone	E. B. Johnson . . . . .	..	52	2	..
231	Sydenham	E. Bates . . . . .	..	88	1	1
126	Teston	S. Southwaite . . . . .	..	32	1	..
124	Wateringbury . . . . .	.. . . .	..	..	..	..
103	Whitstable	J. Auld . . . . .	..	193	3	..
98	Woodchurch	G. Mannering . . . . .	..	52	2	..
155	Woolwich	J. W. Leaver	C	260	..	..

Alphabetical List of Schools inspected in 1850, &c.—*continued.*COUNTY OF KENT—*continued.*

SCHOOLS UNDER MISTRESSES.

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certified.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
95	Ashford	Mrs. M. A. Roalfe	C.	64	1	1
109	Barham	J. Carter . . . . .	..	57	..	1
224	Blackheath	T. H. Findley . . . . .	..	99	2	..
31	Bromley (Inf.)	C. A. Tijon . . . . .	..	45	..	1
157	Chatham, St. John's	M. Derrett . . . . .	..	49	..	1
106	Canterbury	F. M. Bullard . . . . .	..	165	5	..
107	— (Inf.) . . . . .	.. . . .	..	206	..	..
97	Charling . . . . .	.. . . .	..	61	..	..
93	Cranbrook	Jane Henwood . . . . .	..	58	..	..
..	Deptford	Bavin . . . . .	..	..	..	..
222	Eltham	H. Chester . . . . .	..	46	1	..
189	Goodnestone . . . . .	.. . . .	..	27	..	..
42	Greenwich, East	C. Clark . . . . .	..	100	..	..
43	— West	J. Stevens . . . . .	..	113	..	..
..	Harrietsham	Catherine Johnson . . . . .	..	54	..	..
230	Hougham	M. Milward . . . . .	..	51	..	..
113	Hythe	E. Chissell . . . . .	..	57	..	..
..	— (Inf.)	E. Carter . . . . .	..	86	..	..
144	Lee	A. Watters . . . . .	..	71	2	..
121	Lydd	L. James	C	80	..	1
134	Maidstone, Trinity	L. H. Daymond	C	104	5	..
135	— (Inf.)	A. Smithson . . . . .	..	137	2	..
137	— All Saints	M. Shute	C	152	2	..
117	Ramsgate, St. George	M. Gamble . . . . .	..	106	1	..
119	— Ch. Ch.	E. Veal	C	92	1	1
58	Rochester, St. Nicholas	J. A. Brown	C	79	2	1
59	— (Inf.)	M. Smith . . . . .	..	..	..	1
130	Sutton-at-Hone	M. Acton . . . . .	..	..	..	..
125	Wateringbury . . . . .	.. . . .	..	..	..	..
103	Whitstable	J. Blakeney . . . . .	..	121	2	1
99	Woodchurch	E. Ransom	C	63	1	..

COUNTY OF SURREY.

SCHOOLS UNDER MASTERS.

23	Beddington	Mr. H. Price . . . . .	..	68	2	..
122	Battersea	G. H. Taylor . . . . .	..	152	..	..
190	Bermondsey, Star-corner	Wm. Monday	C	282	3	..
214	— St. James	B. Barrett . . . . .	..	196	2	1
149	Blindley Heath	J. W. High	C	32	..	..
100	Camberwell, Christ Church	W. Taylor	C	83	1	1
15	— Green	S. Huntley . . . . .	..	143	2	1
225	Camden District	H. Kemp	C	129	3	..
102	Clapham	J. Boulder	C	173	4	..
114	— Bowyer St. John	W. Hicks	C	140	2	1
84	Cobham	J. Terry . . . . .	..	67	..	..

Alphabetical List of Schools inspected in 1850, &c.—*continued.*COUNTY OF SURREY—*continued.*SCHOOLS UNDER MASTERS—*continued.*

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certified.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
13	Croydon	Mr. W. Ingram . . .	C	112	2	..
60	Cranley (M.)	J. Bavin . . . . .	..	..	..	1
28	Deptford St. Nicholas . .	G. Palmer . . . . .	..	121	..	..
76	Ditton, Thames	W. P. Nettleton . .	..	50	..	..
19	Effingham	H. Carvill . . . . .	..	66	2	..
153	Englefield Green	Jas. Lewis	C	46	1	..
1	Epsom	G. Martyn . . . . .	..	80	1	1
80	Ewell	J. C. Osborne	C	49	1	..
53	Farnham	W. C. Johnson . . . .	..	108	2	..
62	Godalming	T. Smith . . . . .	..	79	2	..
218	Ham	J. H. Hay . . . . .	..	30	1	..
and 219	Herisham (M.)	W. Stone . . . . .	..	31	..	..
44	Kennington Oval	H. J. Mills	C	175	4	1
208	— Bolton Street	Jno. Drewett . . . . .	..	104	..	..
25	— St. Barnabas	Jas. Mackenzie . . . .	..	133	..	..
271	Kingston	Thos. Haynes	C	129	2	..
8	Lambeth, St. Mary's . . .	Jas. Nash . . . . .	..	90	..	..
and 216	Leatherhead	H. Hughes	C	59	1	..
34	Mitcham	Wm. Bailey . . . . .	..	113	3	..
17	Morden	W. Lynch	C	36	1	..
151	Morden	J. Denner	C	197	2	2
220	Morden	R. Moore . . . . .	..	145	4	..
91	Newington, St. Mary . . .	C. R. Woodward . . . .	..	86	2	..
139	— Trinity	W. H. Smith . . . . .	..	42	1	..
10	Peckham	R. Lydgate . . . . .	..	180	..	4
150	Redhill	T. Hales	C	54	1	..
86	Rotherhithe, Deptford Road	T. Worsnop . . . . .	..	140	..	2
195	— Trinity	J. Stulder . . . . .	..	140	4	..
146	— Amicable	J. B. White	C	132	..	3
21	Southwark, St. Mary's . .	J. Racine . . . . .	..	160	..	..
38	— St. George's	W. E. Hartwright . . .	..	118	..	2
269	— Christ Church	F. Davis . . . . .	..	167	3	1
88	Stockwell National	H. Williams . . . . .	..	72	..	1
32	— St. Michael's	W. Willson . . . . .	..	72	..	..
26	Surbiton	W. Cripps	C	52	..	..
147	Streatham	R. Hickman . . . . .	..	85	..	1
82	Tandridge . . . . .	..	..	48	..	..
36	Tooting . . . . .	..	..	108	..	..
227	Wandsworth . . . . .	..	..	121	..	..
11	Walworth, St. Peter's . .	..	..	44	1	..
	Weybridge . . . . .	..	..	..	..	..

SCHOOLS UNDER MISTRESSES.

40	Addington	Mrs. Esther W. . . . .	..	54	..	..
24	Beddington	E. A. Cannon . . . . .	..	52	1	..
123	Battersea	E. L. Giles . . . . .	..	135	2	1

Alphabetical List of Schools inspected in 1850, &c.—*continued.*COUNTY OF SURREY—*continued.*SCHOOLS UNDER MISTRESSES—*continued.*

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certificated.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
215	Bermondsey, St. James's	Mrs. Frances Jones	..	112	..	1
101	Camberwell, Christ Church	Emma Chandler	C	97	2	..
16	— Green	Huntley	..	78	..	..
226	— Camden District	M. Butterfield	C	86	2	..
115	Clapham Bowyer.	J. Hicks	..	80	..	2
85	Cobham	S. Shrub	..	70	..	..
14	Croydon	M. Gwillim	..	129	..	3
29	Deptford, St. Nicholas	Bavin.	..	101	..	..
77	Ditton, Thames	L. N. Jones	..	30	..	..
78	— (Inf.)	S. Drage	..	77	..	..
154	Englefield Green	M. A. Nettleton	..	85	1	1
2	Epsom	Millicent Shirley	..	60	..	1
81	Ewell	Lewis	..	55	..	1
61	Exhurst (M.)	Jane Head	..	48	..	1
54	Farnham	Eliza Baker	..	80	..	..
63	Godalming	Ann Everall	..	83	2	..
64	— (Inf.)	Ann Hughes	C	100	1	..
45	Hersham (Inf.)	A. Doughty	..	31	..	..
209	Kennington Oval	M. Marchant	C	109	2	1
9	Kingston	Eliz. Dellew	..	91	2	..
35	Lambeth, St. Mary's	Ellen Cook	..	78	..	..
18	Leatherhead	Rebecca Dennis	..	53	1	..
152	Mitcham	Nash	..	92	2	..
	Redhill	Ann Cole	..	44	..	1
87	Rotherhithe, Deptford Road	M. Harrop	..	122	2	1
22	— Green (Inf.)	Ann Stibbs	C	68	2	..
79	— Christ Church	Miss Willans	..	75	..	..
22	Southwark, St. Mary.	Mrs. Ann Cormick	..	129	2	1
	— (Inf.)	M. Mason	C	70	..	1
	— St. George	A. Tillett	C	79	..	..
90	— (Inf.)	Tillett	..	77	..	..
39	— Christ Church	H. Dawson	..	86	..	..
41	Shirley	E. Pestell	..	56	..	..
270	Stockwell National	P. Burr	..	99	..	2
89	— St. Michael	White.	C	106	3	..
257	Spring Grove, South Lambeth.	R. Stockwell	..	37	1	..
26	Streatham	Hartwright	..	52	..	..
27	— (Inf.)	B. H. Cook	..	43	..	..
33	Surbiton	Maria C. Hayes	..	74	..	..
148	Tandridge	E. Davis	C	48	..	..
83	Tooting	M. Town	..	47	..	1
37	Wandsworth	L. Jacket	..	82	..	..
228	Walworth	A. Cripps	..	90	..	..
12	Weybridge	M. Hickman	..	30	..	..

Alphabetical List of Schools inspected in 1850, &c.—*continued.*

COUNTY OF SUSSEX.

SCHOOLS UNDER MASTERS.

No. in Tabulated Reports.	Name of School.	Name of Teacher.	Whether Certificated.	No. of Children Present.	Old Apprentices Remaining.	Apprenticed in 1850.
277	Burwash	Mr. A. Cox	C	100	2	..
193	Brighton Central	J. Trigg	C	211	5	..
191	— Warwick Street	G. Jones . . . . .	..	90	2	..
168	Chichester	J. P. Cawthorn	C	190	4	1
186	Firle, West (M.)	B. Wood	C	50	1	..
74	Frant	H. Baker . . . . .	..	70	1	..
273	Hadlow Down	J. Cadge . . . . .	..	120	1	1
183	Hasting's, All Saints	J. Breakstyers . . . . .	..	161	3	..
180	— St. Mary's	T. Barnes . . . . .	..	97	2	..
185	Herstmonceux	E. Reynolds . . . . .	..	38	1	..
178	Leonard's, St.	J. Gibson	C	87	..	1
68	Mayfield (M.)	J. Westbrook . . . . .	..	58	..	1
67	Rotherfield	W. Vokes . . . . .	..	59	2	..
172	Stoughton and Racton	E. Martin . . . . .	..	38	1	..
69	Ticehurst	T. Goldfinch . . . . .	..	59	2	..
72	Wadhurst	T. Preece . . . . .	..	62	..	..
170	Westbourne	H. Terry . . . . .	..	57	2	..
65	Withyham	T. Richard	C	39	..	1

SCHOOLS UNDER MISTRESSES.

278	Burwash	Mrs. E. Wood . . . . .	..	106	2	..
194	Brighton Central	A. Arthur . . . . .	..	160	4	..
192	— Warwick Street	S. Martin . . . . .	..	92	2	..
169	Chichester	C. Apps . . . . .	..	104	4	..
75	Frant	E. Calloway . . . . .	..	56	1	..
66	Hartfield	Bocking . . . . .	..	72	1	..
184	Hastings, All Saints	E. F. Price	C	132	1	2
181	— St. Mary's	H. S. Gore	C	93	2	..
182	Halton	A. English	C	127	2	..
145	Hurstpierrepont . . . . .	.. . . .	C	60	..	..
179	Leonards, St. . . . .	.. . . .	..	..	..	..
173	Stoughton	E. Sawyer	C	46	1	..
70	Ticehurst	A. Palk . . . . .	..	72	2	..
73	Wadhurst	Preece . . . . .	..	50	..	..
171	Westbourne	H. Covington . . . . .	..	81	2	..
	Withyham	S. Rickard . . . . .	..	29	..	..

HAMPSHIRE, KENT, SURREY, AND SUSSEX.

*Tabulated Reports, in detail, by Her Majesty's Inspector of Schools, the
Rev. W. H. BROOKFIELD, for the Year 1850.*

TABLED REPORTS, in detail, by Her Majesty's Inspector of Schools, the Rev. W. H. BROOKFIELD, on Schools inspected by him in the South-Eastern District of England, for the Year 1849-50.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
1. Epsom, Surrey. Boys' . . .	1849. 21 Dec.	78	22	27	70	The desks and mechanical arrangements here are good; the books and apparatus deficient in variety. There are three classes under a master and one pupil-teacher. The discipline of the school is much improved, but its attainment is not quite commensurate with the efficient means taken, nor with the acquirement of the master; this, however, may be attributed in great measure to a deficiency of books; a disadvantage likely soon to be removed, when a more methodic and more comprehensive range of reading will lead to an increased awakening and sustaining of the intelligence of the children.
2. Girls' . . .	;	56	.	.	.	Here are wall-desks, which there is no objection to change. There is a great readiness to supply all deficiency in books and apparatus. A sufficient room, corresponding with that of the boys', but lighter, from the aspect. Discipline very creditable. Girls clean, modestly-behaved, and orderly. The mistress unpretending, intelligent, and painstaking; she seems to have succeeded in connecting the intelligence of the children with their work. This school is greatly improved since last inspection, both in discipline and attainment. The children read with fluency and intelligence; and their writing and arithmetic are very fair. Religious instruction very satisfactory.
3. Winchester, St. Michael's. Boys' . . .	1850. 7 Jan.	37	3	43	37	Desks, &c., good, and books sufficient. The organization of the school is tripartite. Discipline satisfactory. The master is much devoted to his work, for which, excepting that his health appears to have suffered from want of some intermission to his exertions, he seems very well adapted. Wrote on his certificate,—"This school is conducted in a highly satisfactory spirit, and is in a very promising condition." Great and effective interest is taken in this school by the Clergyman, the Rev. R. Midwinter. It has been opened but recently, and presents already a very promising appearance.
4. East Boldre, Hamb. Girls' . . .	8 Jan.	80	12	30	84	Desks against the wall. Books deficient. Five classes, under a mistress and three pupil-teachers. The children are very clean, silent, and orderly, and less timid than at last inspection. The mistress is an exceedingly respectable person, and a good disciplinarian. This school is very healthily situated on a breezy common. The children look healthy, and are taught very tolerably within a limited range of acquirement. The boys are systematically dismissed at eight year old, as likely to become troublesome, and I do not hear that they have any school but that of nature to have recourse to, in which they at once matriculate as scarecrows.
5. Romsey, Hants. Boys' . . .	9 Jan.	68	.	.	86	The desks here are bad; parallels are proposed, and the division of the large room into class-room, &c. Ample supply of books. Maps deficient. There are six classes, under a master and two pupil-teachers. The attainment of the school is likely to be advanced considerably by the vigorous means in contemplation for its general improvement. The discipline is of ordinary character. The master is about to leave. Attendance very thin, in consequence of small-pox. The school has had to contend with serious disadvantages, from deficient funds and successive change of masters. There appears, however, to be a cordial desire to place it on a thoroughly efficient footing, and measures are already in progress for the improvement both of the mechanical and intellectual resources of the school. The senior apprentice has done exceedingly well.

Tytherley, Boys'	10 Jan.	29	6	14	28	Parallel desks, rather too steep. Good and sufficient books and maps. The discipline is good. There are three classes, under a master, who devotes himself to his task with diligent integrity. This little and somewhat secluded school is conducted in a highly commendable spirit, and with satisfactory success. The clergyman takes a cordial and efficient interest in it.
Girls'	"	47	8	12	64	Desks and furniture not good, but it is hardly a case to press for improvements. Books, &c., sufficient. The school is a cottage, and cannot boast many mechanical conveniences. The infants are down stairs, under an intelligent monitor; the other classes are above, with the mistress. Discipline satisfactory. The mistress had been suffering very recently from illness and severe bereavement, but she sustained with fortitude that part of the proceedings from which she would not allow herself to be released. This school appears to have improved since the last report of it. I found the reading, writing, and arithmetic very fair; the Scriptures carefully taught. The appearance of the children clean, and their demeanour orderly. It enjoys the advantage of a cordial interest taken in it by the clergyman.
Spion- Boys'	11 Jan.	130	40	51	130	Want parallel desks. Not a good selection of books. There are seven classes, under a master, an assistant, and one pupil-teacher. Discipline good. The master a painstaking person, and of considerable ability. This is a very good school of the older type, and there is no indispotion on the part of either managers or master to adapt it to more recent requirements.
Girls'	17 Jan.	90	.	.	84	Wall-desks. The reading exclusively scriptural. Maps deficient. There are four classes, under mistress, one assistant, and three monitors. The children are very clean and orderly. The mistress is a highly respectable and right-minded person, likely to discharge conscientiously every duty which she undertakes. This is a very good school of the other fashion, but there appears to be no hindrance in the way of its adopting a more comprehensive range of instruction than heretofore.
Surrey, Boys'	15 Jan.	56	38	39	86	This school is much improved since last inspection, and is in a very commendable state of efficiency. Both scriptural and secular knowledge are very suitably combined, and the intelligence of the boys seems to be engaged in their employment. The master is intelligent and right-minded, and assiduously devoted to his work. The school has, however, some mechanical defects, to which prompt attention might be directed with advantage. More desk room is wanted; and the drainage demands peremptory consideration. A more competent selection of books would also be desirable.
16, Surrey Boys'	16 Jan.	44	21	32	90	Wall-desks and furniture a little by-gone. Sufficient books, but maps are somewhat deficient. Three classes, under master, one pupil-teacher in second year, and two monitors taken in rotation from the first class. Stone floor, and imperfectly warmed; sufficiently drained and ventilated. Discipline good. The master seems interested in his school; music appears to be his <i>specialité</i> ; about to leave as soon as he can obtain another appointment. The reading here is fair, the cyphering good, the writing very good. The children do not seem deficient in intelligence; but the amount of their information is scanty.
Girls'	"	.	.	.	.	A nice creditable little school, under the wife of the boys' master; the girls are neat, happy-looking, well-conducted, and of fair intelligence; but of moderate attainment.
Surrey Boys'	18 Jan.	112	91	76	110	Parallel desks have been adopted here since last inspection, and a grant of books and maps has been supplied, which affices for the present. There are six classes, under a master and two pupil-teachers. The discipline is satisfactory; the attainment tolerable; I think that the latter, however, admits of being advanced to a standard somewhat more commensurate than at present with the importance of the school.
Girls'	"	129	.	.	.	The desks here are, in fact, the stalls of an ancient chapel (now entirely secularized), and almost entirely surrounding it, and, as far as writing goes, answer the end of pallels, but not, of course, for collective teaching. The children seem clean and cheerful, but the discipline stands in need of reformation. The school appears to have fallen off in discipline, attainment, and general character, during an interval of three months, which ended only a fortnight since in the death of its master; it was under the charge of a temporary mistress, the proper mistress being at that time under training at Westminster; she returned at Christmas, and I have every reason to expect, from the good character which she bears with the clergyman, that she will very soon restore the school, with which she has been long familiar, to its proper tone and discipline. They are taught to sing by organist, on Hullah's system.

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
15. Camberwell-Surrey (Green Coat). Boys' . . .	1850. 21 Jan. . .	43	61	90	140	There are good parallel desks here. Books deficient, but a grant is to be applied for. Apparatus sufficient. Eight classes, under a master, three pupil-teachers, and monitors. The parallel desks occupy half the room, and fixed benches in squares the rest. Walls surrounded by black board. Discipline fair, except an echo produces great noise. The master conducts his school with industry, intelligence, and zeal, but seems to me to want more assistance than his pupil-teachers are yet old enough to give him. The reading here is very much surpassed by writing and arithmetic. The numbers will in part account for this, but modes should be contrived and persevered in for securing the simultaneous attention of the whole class while each is reading.
16. Girls' . . .	. . .	78	.	.	.	There is an air of respectability about this school, and the appearance of the girls is clean and creditable, though their discipline admits of improvement; the professed standard of instruction is, however, low, and the actual attainment not by any means commensurate with the importance of the school. The mistress ascribes the defective obedience of the children to their having paid 1d. and 2d. per week for their schooling during the last two years, whereas it used to be entirely free!
17. Leatherhead, Surrey. Boys' . . .	22 Jan. . .	59	14	17	.	Wall desks, rather too sloping. Furniture sufficient. A grant of books and apparatus is to be applied for. There are five classes, under a master and one pupil-teacher. Boys clean, cheerful-looking, healthy, and obedient. The discipline and attainment here are very respectable, and its character is very favorably influenced by the personal attention of the clergyman.
18. Girls' . . .	, , . . .	53	11	18	50	Wall desks; furniture good. A grant for books is to be applied for. Five classes, under a mistress, assisted by her daughter and one pupil-teacher. Very satisfactory, for such subjects, and for such subjects as are more modern and practical. Very industrious, fond in the school; a grant for books is to be applied for. The school is more in apparent intelligence and attainment since last inspection. The cardinal subjects are very satisfactorily acquired, and the general tone of the school is very pleasing. Much practical interest is taken in it by Mr. Chapman (rector).
19. Evingham, Surrey. Mixed . . .	23 Jan. . .	66	13	19	56	As respects desks and mechanical arrangement, there is every readiness here to make the best of the capabilities of the place. The books and apparatus are sufficient; and the school maintains the character which I have already had the pleasure to record for discipline, intelligence, and useful attainment, as well as for the moral tone and unconstrained good order of the children. An invaluable influence is exercised upon it from the rectory.
20. Rotherhithe, Surrey (Green School). Girls' & Infants	25 Jan. . .	68	12	40	.	This school is improved since last inspection, both in discipline and acquirement, as well as mechanical arrangement. It continues to be conducted in a pleasing spirit and with conscientious diligence, and it exhibits as satisfactory attainment as the age of the children and their local circumstances seem to render practicable.
21. Southwark, Surrey. St. Mary's. Boys' . . .	5 Feb. . .	140	267	184	140	There have been peculiar difficulties to contend with here. On the death of the late master (Mr. Pringle) the school fell into relaxed discipline and defective attainment, from which it will require considerable energy and judicious management completely to recover it; but measures are in progress which, before this Report is printed, will, I feel the greatest

23. Reddington and Wallington, Surrey.	Boys	4 Feb.	129	160	153	140	confidence, restore it to the high character which it previously enjoyed, and bring it to a standard of discipline and attainment commensurate with its importance. The discipline of this school is very satisfactory; the appearance of the children very neat, and their deportment orderly and modest. Their religious instruction is carefully attended to; their reading, writing, and arithmetic are very fair, and much improved since last inspection.
24. " " Girls	"	6 Feb.	68	18	9	60	The most valuable influences appear to be exercised upon this school. Its discipline is good; writing and arithmetic unusually so; the reading fair; and the intelligence of the boys appears to be awakened. Scripture knowledge very satisfactory.
" " " "	"	"	52	11	12	60	This is a very satisfactory school, both as to discipline and attainment. It is conducted in an excellent spirit by the mistress, a young person of the best character; and it enjoys besides the advantage of an active interest taken in it by the "sector." The girls are unusually neat and healthy looking, cheerful, and well behaved. Their reading and writing are unusually good; Scripture instruction well attended to; and their intelligence is suitably connected with their work.
" " " "	"	7 Feb.	104	.	.	.	The infant school adjoins; is properly a class-room to the Mixed school. The latter is certainly improved since last inspection. Reading tolerably fluent, and more intelligent than before; arithmetic fair; writing suffers from indifferent desk accommodation; in fact, the mechanical arrangement of the school is evidently subordinate to that of the chapel, into which it is converted three times a week. This is a great disadvantage. Books are much wanted. Scripture instruction is well attended to, and is as creditable as can be attained with scanty reading and deficient apparatus for explanation. Some encroachment on the school character of the room has taken place in the shape of high-backed forms, adapted for a congregation, but which are of no use to a school, and take up considerable room; eight of these have been added gradually during the last three months; 10 or 12 feet are taken from the length of the school by these spare forms and the altar table. The desks also, from having to be moved out of the school so often, are rickety, and are much too small for a sufficient number to practise writing at. The room is very close and ill-ventilated. Windows will not open sufficiently.
" " " "	"	8 Feb.	104	.	.	.	This school is prepossessing from the cleanliness and good order of the children, and the highly respectable manner and appearance of the master and his wife, the mistress. The active interest taken in it by the clergyman is manifested in its scriptural proficiency. The writing is remarkably good; the reading and arithmetic very fair; and while geography and some other kinds of knowledge incidental to the reading might be a little more cultivated with advantage, and the range of reading generally be somewhat more suitably graduated to the capacities and intelligence of the children, the general impression derived from the discipline of the school, and its attainment in the cardinal subjects of instruction, is one of decided satisfaction.
" " " "	Infants	"	.	.	.	.	Very clean, orderly little things, and taught with vivacity, adroitness, and good temper.
Deptonford, St. Nicholas Bfys.	"	11 Feb.	121	.	.	.	The discipline here is a little embarrassed by mechanical circumstances. The school is a low, crowded, and rather dark room, under the Girls' board floor; wall desks, indifferently provided with apparatus; no maps; but there has been recently a small grant of books. The master seems to be a most respectable person, and takes great pains with his school. The reading, writing, and arithmetic are very fair, but the intelligence of the children wants more awakening, and should be sustained also by a somewhat more comprehensive range of reading and questioning. Their Scripture knowledge suffers from the same causes. The school has to contend with the same discouraging circumstance referred to in the Girls' report. The schools are commuted to the parishes of St. Nicholas and St. Paul; in the latter there is an infant school.
" " " "	Girl	"	.	.	.	.	Much embarrassed, and discipline disturbed by infants, of which the whole of the fourth class (42 in number) consists. The mechanical arrangements are defective and of obsolete character. The reading, writing, and arithmetic very moderate, and the intelligence of the children but imperfectly awakened. They seem, however, cheerful, clean, and modestly behaved, though talkative. The school has to contend with peculiar disadvantages. It is much indebted to the kind and disinterested labours of a clergyman and his daughters residing in the neighbourhood. There is a tolerable supply of books, but no maps or other apparatus. The desks are along the wall.

Tabulated Reports, in Detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
30. Bromley Common. Mixed . . .	1850. 11 Feb.	50	.	.	.	A wet and rainy day had not materially thinned the attendance of the children, several of whom came from a distance. The school seems to be diligently conducted. In the morning boys and girls are taught together; and in the afternoon the latter are placed with the infants under the exclusive charge of the mistress.
31. Bromley Common, Kent. Infants . . .	14 Feb.	45	4	74	60	This is a very commendable little school, which is well looked after by the clergyman. The mistress is wife of the master of the Mixed school, and seems active and intelligent in the fulfilment of her duty.
32. Burlington, Surrey. Boys . . .	15 Feb.	72	15	34	70	These are excellent premises, and want nothing but a class-room. The school has been opened but two years, and during the first year suffered considerably from change of masters and from other circumstances; so that it may be said to have commenced under the present master a year ago. It is in a very satisfactory state of discipline, and the attainment seems promising, considering the time during which it has been under the instruction of this present master, who appears interested in his work, and zealous in the discharge of it. The school is embarrassed by infants, for whom, however, a separate school is long under way. They were opened about two years ago; but various circumstances prevented them, for a considerable time, from getting into efficient operation. The attainment appears to be as good as the comparatively recent opening of the school, the change of mistresses, and the very tender years of the children render practicable. The mistress is a highly respectable widow, has been here six months, and appears to be discharging her duty in a manner quite satisfactory to the manager. The discipline is very satisfactory; the children neatly dressed, clean, and well behaved.
33. Girls' . . .	"	74	.	.	.	The school is embarrassed by infants. The boys seem tolerably intelligent; but from deficiency of books, and the unusually early age of the children, the attainment is not quite what one might wish. The writing is good; reading moderate; arithmetic moderate. Desks against the wall. Children arranged round the room in winter because of the stove, which is then introduced into the centre. A pupil-teacher would be a great accession.
34. Lambeth, Surrey, St. Mary's District. Boys . . .	21 Feb.	90	.	.	.	The appearance of the girls is neat, and their behaviour orderly. Reading, very pleasing; writing fair; arithmetic moderate. The mistress is intelligent and conscientious, and bears a high character with the clergyman. She is the wife of a Scripture reader in the parish. The children are unusually young, only two girls more than 11 years old. A grant of books and maps would be a great acquisition.
35. Girls' . . .	"	78	.	.	.	There is a very fair amount of intelligence and attainment in this school. The cardinal subjects of instruction seem to be soundly taught; and the progress of the children has been creditable, under circumstances of some discouragement, which I understand are likely to disappear. A very active and judicious interest is taken in the school by the Rev. Mr. Townsend, the secretary. The master is a person of considerable adroitness and intelligence, and much interested in the school, with which he takes efficient pains. There is a probability of the erection of a residence and class-room, which will be a great improvement.
36. Wandsworth, Surrey. Boys . . .	22 Feb.	108	.	.	.	The girls are very neat and clean, and the discipline is exact. The mistress a painstaking, unassuming person, from the Westminster Central School.
37. Girls' . . .	"	82	.	.	.	

38. Southwark, Christchurch. Boys' . . .	25 Feb.	160	•	•	•	This is a very large and important school, and would be very much benefited by the various methodic improvements which would accompany the adoption of the pupil-teacher system.
39. Girls' . . .	"	86	•	•	•	The mistress has been changed since last inspection, and there is some little improvement in the school.
40. Addington, Surrey. Mixed . . .	Feb.	54	•	•	•	This is an exceedingly well-built and pretty school, and the clergyman is very desirous, by every practicable means, to forward its efficiency.
41. Shirley, Surrey. Mixed . . .	Feb.	56	•	•	•	Conducted with great industry, and in a very unassuming spirit. The children are in very good order.
42. East Greenwich. Infant . . .	Feb.	100	•	•	•	A ample, light, well-ventilated room; board floor; studded with brass nails for classes; large gallery; stove; abundant furniture. Children very clean, cheerful looking, and in excellent discipline. The mistress is a person of the highest character, and seems well adapted to her work, to which she has devoted herself ever since the opening of the school in January, 1845 with very satisfactory success; but I am sorry that she purposes to remove at Midsummer. The silence and good order maintained, without any apparently painful restraint, is very noteworthy. The intelligence, attainment, singing, and mechanical movements of the little people are very commendable.
43. West Greenwich. Infant . . .	Feb.	113	•	•	•	A clear, light, airy room, board floor, and effectually warmed by a stove; furniture of good choice and kind, but now wearing out at the end of 14 years. Children clean, well disciplined, and happy looking. Mechanical movements accurate, uniform, silent, and amusing. Altogether the school seems in a very satisfactory state of efficiency, and reflects credit upon the evident intelligence, animation, and industry of the mistress.
44. Hershham, Surrey. Mixed . . .	Mar.	31	•	•	•	This is but a provisional school, and is to be transferred to very efficient premises, which are building in connexion with the Infant school. A new master and mistress are to be appointed for the opening of these new schools in May next, when it is hoped that a pupil-teacher may be apprenticed. Meantime a very warm interest has been taken in the schools, under their present circumstances, by the Incumbent; and notwithstanding mechanical disadvantage, a very respectable degree of discipline and instruction has been realized.
45. Infant . . .	"	31	•	•	•	This is a pretty little school. Board floor; gallery; fire-place in the wall; good wall desks. Children clean and orderly. Mistress about to leave in two months. Clergyman takes an active interest. Altogether decidedly satisfactory. The mistress seems to have done her duty very well; and her resignation, in consequence of another engagement, is regretted by the manager. The school is to enter upon a somewhat different organization under the coming mistress, with whom it is purposed to place a pupil-teacher.
46. Lymington, Hants. Boys' . . .	Mar.	134	•	•	66	The discipline of this school is satisfactory, and the attainment decidedly good, and both improved since last inspection. The intelligence of the boys seems to be successfully cultivated. Their reading, however, is somewhat behind their arithmetic. The insufficiency of books for the number of scholars will in part account for this. Scriptural attainment very satisfactory.
47. Girls' . . .	"	140	•	•	•	This is an exceedingly creditable school. Discipline excellent. Well attended by resident ladies—two every day. Appearance of the girls very clean, cheerful, and orderly. Cardinal subjects, evidently well taught. A highly satisfactory tone pervades the school.
48. Southampton, All Saints. Infants' . . .	Mar.	86	•	•	•	The schoolmistress here is of excellent character and assiduity, and very well adapted to her work. The infants are clean and happy looking, in good discipline, and as well instructed as is desirable at their tender years.
49. Tebbourne, Hants. Mixed . . .	Mar.	39	•	•	38	This is a very pleasing rural school, prettily situated, and well provided with playground. The children are very clean, healthy, and happy looking. They are satisfactorily taught in reading, writing, and arithmetic; their intelligence is very perceptibly awakened and connected with their tasks. Scripture knowledge is carefully cultivated; and singing with more than usual success, and apparently without due sacrifice of time. The clergyman takes great personal interest in the progress of the children, which is consequently in a very commendable condition. The mistress is industrious, unassuming, and intelligent. No payment is made by the children at this school, though being an entirely free Roman Catholic school in the village, so that any payment in the former would place it under a disadvantage.

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
30. Winchester, St. Maurice. Boys' . .	1850. 7 Mar. . .	63	23	90	.	This school seems to be conducted with conscientious zeal and energy, and exhibits indications as satisfactory and promising as have been attainable in the short time during which it has been in operation, in a neighbourhood and under circumstances by no means favourable to rapid progress. The master's certificate bears testimony to the sufficiency of his qualifications; and under the judicious influence of the clergyman there is every reason to hope that this will become a very efficient school.
31. Girls' . .	" . .	103	80	75	90	A very pleasing school—improved since last inspection, and improving. The clean appearance and orderly demeanour of the girls are very much to be commended. Their instruction, too, is quite satisfactory; and the general tone of the school speaks very creditably for the mistress, who bears a certificate, and appears to discharge her duty with unflinching diligence. The educational interests of the parish have been very energetically promoted by the clergyman, the Rev. T. Woodroffe.
32. Hyde, Winchester, St. Bartholomew's. Mixed . .	" . .	70	37	41	90	A very satisfactory and efficient school, conducted in a highly commendable spirit, and very actively superintended by the clergyman. The mistress appears to possess considerable attainment, and to devote himself to his work with conscientious assiduity. The discipline is good, and mechanical resources abundant.
33. Farnham, Surrey. Boys' . .	Mar. . .	108	22	40	110	This school exhibits marked improvement since last inspection, both in discipline, intelligence, and acquirement; and is so promising a condition, that it is impossible not to wish that the funds would admit of a few mechanical improvements, which are much required, such as slates, pen and ink stands, &c. A more competent supply of books and maps are also much to be desired. The master appears to be discharging his duty in a very creditable and efficient manner. Very neat, clean, and orderly. Mistress very mischievous of herself, but is diligent and painstaking; and the children are well disciplined and industrious. Arithmetic is defective; but there is very much in the school, and especially in its moral tone, to disarm criticism.
34. Girls' . .	" . .	80	.	.	.	
35. Bentley, Hants. Boys' . .	Mar. . .	75	10	30	155	A very exemplary and judicious interest is taken in this school by the clergyman, and the master is most anxious and indefatigable in the discharge of his duty. He is actuated also by high principle and a kind disposition; and he has brought the boys into a very satisfactory state of discipline, order, without unnatural restraint, and their conduct, both in scriptural and secular knowledge, is highly satisfactory. The school is, however, very inconveniently crowded. The girls here are taught partly in common with the boys, the master and mistress being man and wife, and a very conscientious, industrious, and unpretending pair. The school enjoys the advantage of being very actively and efficiently superintended by the clergyman; and the results exhibited in the deportment, intelligence, and acquirement of the children are very gratifying.
36. Girls' . .	Mar. . .	63	10	30	62	
37. Rochester, St. Nicholas. Boys' . .	Mar. . .	81	47	140	80	This parish is deeply indebted to the active and enlightened interest taken in its educational welfare by the Rev. Mr. Conway, under whose exertions these very promising schools have replaced some which, two years ago, enjoyed the distinction of being the worst that I had seen. The master appears to exert himself with ability and conscientiousness, and his school is much improved in discipline since last inspection, and its general efficiency seems to be in a very hopeful condition.

58.	Girls' . . .	13 Mar.	79	38	119	The mistress here appears to enjoy deservedly the good esteem of the managers, and to infuse into her school a very commendable influence.	
59.	Infants' . . .	"	"	"	"	A very satisfactory and efficient Infant school, conducted with diligence and good judgment. The children are exceedingly clean and well ordered, and the general condition of the school is highly creditable to the mistress.	
60.	Cranley, Surrey. Mixed . . .	14 Mar.	71	47	51	80	Much improved since last inspection. Discipline very satisfactory, and attainment promising. The clergyman interests himself warmly in the school; and the master addresses himself to his work with creditable energy.
61.	Ewhurst, Surrey. Mixed . . .	"	[48	15	32	50	This is a Mixed school, in an excellent building, healthily situated. The school-room is ample and well lighted, ventilated, and furnished; board floor and two stores. The children are remarkably clean and well ordered. They are intelligent and well informed, but do not read so well as they answer questions. The master, who is assisted by his wife, appears intelligent, active, and judicious. It would be a very proper school for pupil-teachers. The desks are along the wall, but very good of their kind, and contain a separate desk, with lid for each scholar.
62.	Godalming, Surrey. Boys' . . .	15 Mar.	79	35	40	85	The discipline here is quite satisfactory; the reading moderate; the writing and arithmetic fair; general intelligence creditable, but admits of more cultivation. The school has had to contend with difficulties connected with deficient funds; but great pains are taken with it by the clergyman; and the master exerts himself with intelligence and assiduity.
63.	Girls' . . .	"	83	27	45	70	The discipline here is very satisfactory, the appearance of the girls clean and healthy, and their demeanour orderly. They read and write fluently, and their arithmetic is pretty fair; but their intelligence seems but imperfectly connected with their work. Great and most active interest is taken in the school by the clergyman and his wife; but it has a struggle with a variety of embarrassments, arising from depressed funds and frequent change of mistresses. The needle-work is very good.
64.	Infants' . . .	"	100	"	"	100	A very pleasing school, conducted in a commendable spirit, and with considerable ability.
65.	Withyham, Sussex, St. Michael's. Mixed . . .	Mar.	39	5	7	35	The attainment of this school is scarcely commensurate with its discipline, nor with the expectation which the character and acquirements of the master might reasonably raise. It may be hoped that a more adequate supply of books and apparatus will combine, with the renewed and more methodic energies of the master, to place it on a footing answerable to the credit interest taken in it by the clergyman, whose assiduous personal attention to the school has been unhappily interrupted by severe illness, and consequent absence during the winter.
66.	Hartfield, Sussex. Mixed . . .	18 Mar.	72	16	17	60	Considerably improved since last inspection, both in intelligence and acquirement. The discipline was then, and continues, very creditable. It is a Mixed school, and conducted by the master, assisted by his wife, with commendable zeal and efficiency.
67.	Rotherfield, Sussex. Mixed . . .	19 Mar.	59	11	19	65	Very much improved in all respects since last inspection. Supported by the kind and invaluable encouragement of the rector and his family, the master appears to be discharging his duties both with comfort and efficiency. The discipline is satisfactory, and the intelligence of the children seems to be engaged both in their scriptural and secular instruction. The singing is unusually good.
68.	Mayfield, Sussex. Boys' . . .	"	58	17	15	57	The building, not in very complete repair, would be improved by substitution of parallel desks for those at present in use. The discipline of the school is satisfactory; and the boys read, write, and cipher very fairly; but the total exclusion of geography hitherto has materially obstructed the exercise of their intelligence with their reading, whether scriptural or secular; and for this cause, and not for any lack of painstaking and interest attached to so important a department of instruction, their scriptural attainment is not, perhaps, so copious as might have been expected. Under the active and judicious direction, however, of the clergyman, who is much interested in the school, this defect seems likely to be obviated; and a more competent range of information being furnished in the shape of books and apparatus, may be expected ere long materially to improve the intellectual condition of the school.

• While this Report is passing through the press I have visited this School again, and am gratified to find it very much improved in all respects.

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—*continued*.

NAME of School.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
69. Titchhurst, Sussex. Boys' . . .	1850. 20 Mar.	59	15	25	62	The discipline and moral tone are very satisfactory here; and for its attainment, both in religious and secular subjects of instruction, I can wish no better than that it may become at all commensurate with the anxiety and pains which I know to be bestowed upon it by the excellent clergyman who resides here.
70. Girls' . . .	"	72	19	17	71	This is a well-disciplined, clean, orderly set of girls, and their instruction is conducted with considerable intelligence and ability by the mistress.
71. Hawkhurst, Kent. Boys' . . .	"	97	18	36	78	The clergyman takes great personal interest in this school; and under his direction the master appears to exert himself with conscientious assiduity. The boys look very clean and orderly. The reading, writing, and arithmetic are very fair; but I think that a little more vivacity of oral teaching might, perhaps, engage the intelligence of the children in their studies somewhat more effectually than at present with advantage.
72. Walhurst, Sussex. Boys' . . .	" 21 Mar.	62	.	.	.	Pleasantly situated on a site granted in 1837 by Mr. Courthope. The building is of brick; stone floor; stove in the wall; wall desks. Boys clean and cheerful looking. Very fairly taught in the old-fashioned ways. The writing is good; the cyphering and Scripture very fair; the reading not so good, which may be accounted for partly by a deficiency of reading books.
73. " Girls' . . .	"	50	.	.	.	Very clean, cheerful-looking, and well-ordered children. Attainment moderate.
74. Frant, Sussex. Boys' . . .	Mar.	70	17	17	77	Considerable improvement has taken place here since last inspection in the mechanical arrangements, which seem now to be as good as space (rather too limited for a school so well frequented) will allow. The discipline and instruction are in a very satisfactory condition. The master appears intelligent, industrious, and adroit, and is much esteemed by the rector, who takes a very active and efficient interest in the school.
75. " Girls' . . .	Mar.	56	10	29	65	The discipline here is very satisfactory; the appearance of the girls clean, and their deportment orderly; but neither their intelligence nor their acquirement seem to me to have been cultivated with the same success as those of the boys in the adjoining room. A recent change of masters (occasioned unhappily by the death of the late one) will probably account for this defect, and another change contemplated at Midsummer will perhaps repair it.
76. Thames Ditton, Surrey. Boys' . . .	Mar.	50	.	.	.	This school has suffered somewhat from frequent change of masters. The curate is earnestly desirous to render every resource within his reach available for the progress of the children; and I am led to augur favourably for the future prospects of education here.
77. " Girls' . . .	"	30	.	.	.	Neat, clean, and well conducted. Taught by a very respectable person, who takes pains with scriptural instruction. A committee of ladies are very actively engaged in the management of these schools.
78. " Infants' . . .	"	77	.	.	.	Exceedingly well conducted.
79. Rotherhithe, Christchurch, Mixed . . .	Mar.	75	.	.	.	These schools received in 1842 a grant from Government of 324l. They were opened in that year. Substantial, well-built rooms for boys and girls, and affording accommodation for 324 children. From a variety of circumstances, which

need not be here particularized, they presently fell into neglect, and remained closed for two or three years, when they were opened by a schoolmaster and his mother as a private speculation, they receiving no salary. Thus not proving successful, another attempt was made two years ago to re-establish them on the ordinary footing of parochial schools, which has, however, unfortunately proved abortive, and they are now in the hands of a young schoolmistress to make what she can of by the children's pence, which amount to about 3s. a-week. The discipline and instruction are utterly inefficient, and the building is rapidly falling into decay.

This school continues to exhibit indications of the excellent moral tone and assiduity of the master. The scriptural instruction is careful; the arithmetic good; the writing and reading satisfactory; and, for a rural school, it must be pronounced of very pleasing character. The formidable position of two former visits remains undiminished. The children are clean, orderly, and well disciplined. The first class read with good emphasis and fair intelligence, and are attentive to their task; the remaining classes were well graduated. The arithmetic is correct, and the writing satisfactory. The general intelligence improved since last inspection. The mistress (wife of the boys' master) seems a very commendable person; and, with the assistance of her daughter, a very intelligent apprentice, conducts the school much to its advantage. Music has been cultivated with agreeable success.

The master conducts this school with diligence and zeal, and with fair ability in the more mechanical departments of instruction. The writing, arithmetic, and reading are all pretty good; but the last might be more connected with the deduction and intelligence of the children. More books and maps are wanted.

Since last inspection a new mistress has been appointed, who appears to be conducting the school with a degree of good sense and industry, which already is producing creditable discipline and promising attainment.

Conducted in a very respectable manner in the older methods.

Well attended, and conducted by the mistress with considerable zeal.

This being Whitsun week, the attendance (usually 180) fell considerably below the average. The discipline and moral tone of the school appear to be good. The master is evidently anxious for its progress and assiduous in promoting it. The writing and arithmetic are decidedly creditable. The reading is marked by less fluency and apparent interest to the reader than is desirable, and the general intelligence of the boys, whether in secular or in sacred matters of instruction, is above the average.

This school still supports its reputation for cleanliness and good order. The attainment seems improved since last inspection; and there is every appearance of the mistress exercising a very desirable moral influence over the children.

Great interest is taken in this school by the incumbent, and great pains by the master; and it is perhaps in as efficient a condition as, under the circumstances, is attainable, but it is seriously inconvenienced, and its mechanical arrangements embarrassed, by having to be vacated every Saturday into a place of worship for the following day. In order to do this, parallel desks and all fixed furniture has to be discarded; and I cannot but fear that the books and apparatus must be injured by having to be crammed away out of sight once a-week. Walking amongst the clean, commodious-looking villas of Stockwell one cannot help thinking that no very exerting effort would be useful to spare this weekly collision between the interests of school and sanctuary, by duly furnishing a house for each of such indispensable objects, so as to enhance instead of impairing each other's efficiency.

The cleanliness and good order here are unusually satisfactory, and are realized in the face of considerable difficulties as to mechanical arrangements, to which the same remarks apply as in the Boys' School; and while I think these objections very serious, I hope that the *animas* in which I remark upon them will be estimated by the great credit which I attach to the clergyman and the conductors of the school for the manner in which they have contended with difficulties of which the ill effects are nevertheless entitled to serious consideration.

80. Ewell, Surrey, Boys' ..	May	49	17	18	54	
81. " Girls' ..	"	55	"	"	55	
82. Tooting, Surrey, Boys' ..	May	48	"	"	"	
83. " Girls' ..	"	47	"	"	45	
84. Cobham, Surrey, Boys' ..	May	67	"	"	"	
85. " Girls' ..	"	70	"	"	"	
86. Rotherhithe, Deptford-road, Boys' ..	May	121	70	153	180	
87. " Girls' ..	"	122	61	122	130	
88. Stockwell, St. Michael's, Boys' ..	May	167	115	135	167	
89. " Girls' ..	"	106	77	84	106	

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In Ordinance. Attendance.	
90. Southwark, St. George's, Infants'	1850. May	77	.	.	.	The discipline of this Infant school appears to have improved in the three months during which it has been under Mrs. Tillett's care. The attainment also is respectable, but both would be improved by additional mechanical facilities, which the manager appears well disposed to furnish. Lesson-books are wanted; easy narratives; more Testaments; disjointed letters, pictures, and objects. Competent assistance is much wanted.
91. Newington, St. Mary's, Boys	May	197	200	170	190	A very great improvement has taken place in the mechanical arrangements of this school, which is now furnished with an excellent gallery, capable of holding 210 children, and four groups of parallel desks, accommodating altogether 120 boys. The discipline is very good, and although the present master has had the school in charge only three months, it is brought from a state of unusual noise to one of exemplary order. I hope that the effect of this upon the attainment of the school will shortly be very visible. At present, in consequence partly of the great number of boys, and partly of the generally inefficient state into which the school had fallen, the reading is still rather defective. The present master, Mr. William Bailey, educated at the Glasgow Normal School, and for five years master of the Model School at Cheltenham, is energetic, intelligent, and industrious, and appears to have secured the good esteem of the managers.
92. Cranbrook, Kent. Boys	May	67	.	.	65	Discipline good. The master recently appointed, but appears to be addressing himself to his duties with energy and efficiency. There has been hitherto a total absence of such adjuncts to reading as geography, but there seems every readiness on the part of the managers to introduce such improvements as may be practicable. Maps are wanted; a map of Great Britain, of the World, and of Europe at the very least. The attainments of the school are as fair as under the restrictions hitherto existing, and considering the recent succession of the present master, to a very inefficient one, appears to have been practicable. Reading books, casks, and ball-frame, are wanting. The school has a brick floor; it is very well warmed, and ventilated; everything about it seems clean and salubrious. The aspect of the school is prepossessing; the girls clean-looking and of modest demeanour. The school has been circumstanced a good deal like the boys; and the same remarks would in great measure apply. The mistress is wife of the boys' master, and seems to be doing her duty in a satisfactory and unassuming manner. The girls exhibit fair intelligence, and only want books and apparatus. Board floor and wall desks.
93. " Girls'	"	58	.	.	.	
94. Ashford, Kent. Boys	May	130	55	80	120	The discipline here continues to be highly creditable; and the attainment in reading, writing, and arithmetic very satisfactory. The Scriptures are carefully taught, and the moral tone of the school is what it should be. It would be a great advantage if the school could be enlarged, a new Infant school built, and the present one appropriated as a class-room. The clergyman's efforts in the cause of parochial education here have been very effective; and the master has secured his exertions with a zeal and industry very honorable to him. The mistress exhibits the utmost diligence, and the attainment improved and improving. The clergyman exhibits the utmost

96. Charing, Kent. Boys	95	55	58	76	<p>interest in the school success, and I have no doubt that ere long the acquirement of her scholars will be more commensurate than at present with her own abilities and with the general prosperity of the cause of education in this parish.</p> <p>This school has been enlarged, and through the energy of the estimable clergyman, supported by a highly commendable schoolmaster, it has continued to exhibit progressive improvement since my first acquaintance with it. This is the more honorable as having been realized in the face of some not inconsiderable difficulties arising from the peculiar circumstances of the parish. It is to be regretted that the financial condition of the school should force it into a less abundant provision of apparatus than so thriving an establishment deserves.</p> <p>Since my last visit to this parish the excellent curate, who exhibits a very cordial and active interest in its educational interests, has taken measures for placing the girls of this parish in the advantages which had been already made available for the boys. There has not yet been time for so marked and visible an advance among the former as I have every reason to expect will in a few months be manifest.</p>
97. Girls	.	.	.	.	<p>Appears to me improved since last inspection. Throughout the school the boys read, write, and sing very creditably, and exhibit very fair intelligence in addition to their more mechanical attainments. Their singing is pleasantly cultivated. The desks have been altered to pamphlets since last year's visit.</p> <p>It is very much to be desired that the enlightened interest taken in these schools by the clergyman were at all adequately seconded by the sympathy of the enlightened residents in the neighbourhood who have the means of contributing to their support. The Girls' school is very much overcrowded. There is no relief, such as a separate establishment, which would supply, and the consequence is that those exertions are exhausted in maintaining discipline which ought to be co-ordinately distributed towards advancing the attainment of the school, which is not amply present by any means proportionate to its moral character.</p>
98. Woodchurch, Kent. Boys	52	6	15	52	<p>This school is considerably improved since last inspection. The discipline and attainment are satisfactory; and the master appears to be discharging his duty with creditable efficiency.</p>
99. Girls	60	24	21	54	<p>Continues to do exceedingly well. More room is very much wanted, but, notwithstanding this, the discipline and good appearance of the girls is very pleasing, and their intelligence and acquirement highly creditable to the mistress.</p>
100. Camberwell, Christchurch, Boys	83	65	94	73	<p>The master conducts this school in a highly commendable spirit and with very satisfactory efficiency; he would, however, be still desirous, and if he had the advantage of a school exclusively confined to his mechanical arrangements for elementary instruction. As it is, those arrangements have to be of such a shiftable character as to admit of their being frequently to public meetings, which have for years been in the custom of assembling in this room. The school is, however, somewhat improved in this respect, and much in many others. Moveable parallel desks have been set up, which, though rather clumsy, are better than the old ones. The discipline is decidedly good, without any appearance of painful restraint. The writing is very good; the arithmetic accurate. Scripture carefully taught; and general intelligence very fairly cultivated.</p>
101. Girls	97	77	84	80	<p>The master became invalided immediately upon the announcement of my intended visit, and was in bed when the inspection actually took place. This was, of course, a disadvantageous circumstance for the favourable exhibition of the school's attainment, which, however, after all allowance made, appeared to me scanty in extent and mediocre in character. I think that some want of unanimity between the master and a portion of the managers may have contributed to embarrass the progress of the school within the past year, and some misapprehension on his part as to the nature and extent of his authority over the pupil-teachers seems to have led to circumstances which may have relaxed his energy and diminished his interest in their welfare.</p>
102. Clapham (Parochial), Boys	173	57	60	160	<p>The discipline continues very satisfactory, and the attainment is improved. The mistress seems to devote herself to her task in very efficient manner, and to take great interest both in her scholars generally and her apprentices.</p>
103. Whitesable and Seals, Kent. Boys	123	39	70	181	
104. Girls	121	41	32	112	

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
103. Canterbury. Boys' . . .	1850. June . . .	203	132	158	192	This school is much improved since last inspection, when it was seen to great disadvantage, in consequence of the severe illness and absence of the master. He appears to devote himself to his duty with great assiduity, and under the influence of high principles. The discipline of the school is very good, and its attainment advancing very satisfactorily. The building and mechanical appliances are in many respects excellent, but it is very much to be desired that so large and important a school, in which the advantage would be much appreciated and well employed, should enjoy the accommodation of a class-room, which might, with little difficulty, be attached to the south-west end of the present school-room. Part singing is practised here by the first five classes, who manage it with very pleasing effect, and at very little sacrifice of time, two hours per week alone being appropriated to formal lessons in the science, and the daily practice being limited to the odd minutes of class movements, &c., when they would be doing nothing else.
106. Girls' . . .	" . . .	165	115	162	150	The discipline and creditable appearance of the girls here continues very satisfactory; but I think that both their intelligence and acquirement admits of a little more cultivation.
107. Infants' . . .	" . . .	206	.	.	.	Here are 14 classes of infants, under one mistress and an assistant. The discipline is good. The children seem very clean and happy, and to be nicely taught. The apparatus is abundant, and the mechanical arrangements very good.
108. Barham, Kent. Boys' . . .	June . . .	61	14	19	64	There has been a very manifest improvement here since last inspection, both in the acquirement and, what is so much more important, in the intelligence of the boys. This latter has evidently been awakened and connected with their work, which seems to have been judiciously conducted. The reading, writing, arithmetic, and Scripture knowledge are all of very creditable character, and make one wish that the pecuniary resources and the limited dimensions of the school allowed of its improvement in mechanical respects. More books and maps are wanted. There is very successful singing here on the Hullah plan.
109. Girls' . . .	" . . .	57	23	25	44	The clean appearance and cheerful countenances of the children here are very satisfactory, and the influence exercised over them is of very salutary kind. The attainment is very homely, but an intelligent pupil-teacher is industriously at work, and may be expected to be of considerable assistance to the school. Some of the girls join pleasantly with the boys in singing. The needlework is good.
110. Swinfield Minnis, Kent. Mixed . . .	June . . .	92	15	40	95	After a careful examination of the several classes, I do not find that this school exhibits the results that might fairly be expected from active, adroit, and energetic teaching. The actual acquirement, even of a mechanical character, such as mere reading and writing, is scanty; and the intelligence of the children seems unusually torpid, and I see no reason to attribute this to any other cause than a defect of ingenuity or exertion in arousing it. The attendance is full, and the field one that I am satisfied would repay the tillage.
111. Elham, Kent. Mixed . . .	June . . .	49	37	32	38	It is gratifying to find this school considerably improved in discipline, attainment, and intelligence since last inspection. The apprentice has been conducting himself very creditably. The master exerts himself both with energy and consciousness; and the clergyman takes an enlightened interest in the progress of the school.

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| 2. Hythe, Ken Bo. | | | | | |
| 3. Girls' | | | | | |
| 4. Clapham (Bowyer School). Boys' | | | | | |
| 5. Girls' | | | | | |
| 16. Ramsgate, St. George's. Boys | | | | | |
| 17. Girls | | | | | |
| 18. Ramsgate, Church. Boys | | | | | |
| 20. Lydd. Boys' | | | | | |
| 21. Girls' | | | | | |
| 22. Battersen. Boys' | | | | | |
| 23. Girls' | | | | | |

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
126. Toston, Kent. Boys . . .	1850. 19 June	32	14	2	34	This school is very much improved since last inspection, both in mechanical arrangements and in supply of books and apparatus. It has also made very gratifying advances in discipline and in intellectual attainments. I have seen no case in which a hearty and liberal desire to promote the advantage of the school has been more promptly followed by the adoption of the best means to that end, nor where the end has been more rapidly attained.
127. Plaxtol, Kent. Boys & Girls	20 June	74	14	20	60	The discipline here continues good, and there is some improvement in the instruction since last year. The attainment, however, of the children still lags behind the interest which is obviously taken in the school by the clergyman. The number of copies of the books in use is somewhat insufficient.
128. Ightham, Kent. Boys . . .	21 June	136	31	34	100	The educational interests of this parish are very warmly and efficiently regarded by the excellent curate, Mr. Douglas, under whose active care new schools are shortly to be built upon a scale better adapted than at present to the wants of the neighbourhood. Meantime the existing school, though very deficient in mechanical advantages, has been very numerously attended, and has done a great deal of good. The intelligence of the children has been considerably awakened, their Scripture instruction carefully attended to, and the discipline is as good as the overcrowded state of the room admits. The first class exhibits very fair attainment, but I think that the pains which have been evidently taken with it might be distributed with advantage to the lower classes.
129. Sutton-at-Hone, Kent. Boys . . .	24 June	52	24	26	67	The attainment here does not quite realize the favourable anticipations in which I indulged last year. This is no doubt in a great measure to be attributed to a want of adaptation in the selection of reading books to the requirements of the several classes, most of the children being engaged on books too difficult for them to read with interest and pleasure.
130. Girls' . . .	"	"	"	"	"	At present the children of this school, having been taught hitherto by a worthy dame, who makes no profession of efficiency, are very ignorant. A new mistress is about to be appointed, who may be expected to bring them to a better standard of attainment.
131. Boxley, Kent. Mixed . . .	June	95	19	40	"	The discipline continues good. The children are very clean and well-behaved, and the mistress (wife of the master) exercises a valuable influence over them. The master is a person of considerable ability; and in many respects the acquirement of the children is very fair, and answerable to the evident pains taken with them. In reading, however, considerable improvement as to accuracy would be desirable; and generally I may, perhaps, be permitted to suggest that a little more precision and completeness in the humbler articles of instruction might be aimed at with advantage.
132. Harrietsham, Kent. Boys . . .	June	32	5	9	32	This school could scarcely be seen to greater disadvantage than while suffering under the inevitable disorganization consequent on a recent change of master. The present one is a person of ability and attainment; and though at present under no more than a temporary engagement, may probably remain here. If so, I think there is a fair probability of

133.	Maidstone, Trinity-Boys' ..	54	.	.	.	The discipline and attainment here continue satisfactory.	
134.	Girls' ..	104	86	108	115	The discipline and appearance of these girls is very satisfactory. With regard to their intellectual equipment, the following record of the mistress's certificate will convey my impression:—"A most early grasp of all reading books, judiciously employed, might help to raise the intelligence and acquirement of this school to a standard more commendable than that presented with its commendable moral tone and discipline, and with the high personal character and attainment of the mistresses."	
135.	Infants' ..	137,	108	117	150	Conducted with creditable pains, and good temper, and moderate ingenuity. The children seem healthy, orderly, and happy. Two apprentices seem to be conducting themselves very satisfactorily. A box of objects, and a few additional pictures on subjects interesting to children, would be well bestowed here.	
136.	Maidstone, All Saints'. Boys' ..	27 June	183	98	96	187	The discipline here continues very satisfactory, and the school is altogether very ably conducted by the master. The reading and writing are very good; the arithmetic fair; and the general attainment might be pronounced highly creditable, but that it suffers a little in accuracy from too much simultaneous answering, which teaches the children to depend too much upon one or two clever members of the class, from whom they catch mechanically the first syllables of the answer, and join in chorus in the remainder of it. This defeats their self-reliance. The mechanical arrangements, the drainage, and ventilation of the school demand peremptory attention.
137.	Girls' ..	152	52	34	156	The discipline here continues satisfactory; but the attainment is somewhat meagre and mechanical. The reading books require a more judicious adaptation to the humble capacities of the respective classes; and it would be an advantage if their recitation were more systematically awakened and connected with the lessons suggested by their reading. The children are very neat and well behaved, and the mistresses is evidently much interested in their welfare.	
138.	Newington, Trinity Mixed ..	July	145	100	120	150	The discipline here continues satisfactory, and mechanical order is maintained with desirable precision. The writing, too, is good; but otherwise I am reluctantly compelled to say that the attainment does not exhibit the improvement I had hoped for after the cautionary suggestions of last year. It is deficient in accuracy, and in judicious adaptation to the practical and homely level both of the capacities and requirements of the children.
139.	Nether Wallop, Hants. Boys' ..	July	27	4	16	30	This is a rural school, as yet of very homely attainment. Books, apparatus, desks, and furniture all need addition and improvement. A pupil-teacher would be a great assistance and encouragement; and I think the master would do his duty to him, and that the school might much improve with such an advantage.
140.	Girls' ..	"	29	.	.	.	A school of pleasing, moral tone, and very clean and cheerful appearance. There are four girls in the first class, who seem very nicely instructed. Their intelligence seems to be suitably cultivated, and their stamtion is very fair. There is some want of mechanical discipline and method, which might easily be amended, without any sacrifice of their present cheerfulness and good humour. They have sufficient maps for present use; but otherwise there is a considerable want of books, apparatus, desks, and furniture, which, from the interest now taken at the schools, will, I imagine, shortly be supplied, when they may be expected to become very rapidly what it is desirable that a village should possess.
141.	King's Somborne, Hants. Boys' ..	July	70	.	.	95	Noticed in the preliminary pages of this Report.
142.	Girls' ..	"	.	.	.	.	The favourable observations which I have elsewhere made upon the King's Somborne schools generally must be considered as especially applicable and yet without imdign distinction to that of the Girls'. It is conducted in an excellent spirit, and abundantly rewards the energy and good sense bestowed upon its management. The pupil-teachers have connected themselves in a truly commendable manner, and seem very likely to adorn the profession to which they aspire; but I lament to say that one of them, a very promising and interesting girl of 17, has been within these few days rapidly removed from all but the regretful memory of her companions by a premature decline.

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
143. Lee, Kent. Boys' . .	1850. July	88	35	34	87	The discipline and attainment here continue very creditable. The master evidently labours at his task with anxious assiduity. The reading and arithmetic are good; the writing fair; the demeanour of the boys becoming, and they seem to be under good control. Their religious instruction is carefully attended to; and generally the school is in a commendable state. I think, however, that classes might with advantage be exercised after each reading-lesson with a little varied and animated questioning, so as to awaken their imaginative and reflective powers more than they appear to have been accustomed to.
144. Girls' . .	"	71	31	23	64	This school continues to sustain the favourable impression received on former visits of inspection. The discipline and general tone of the school is highly gratifying; the appearance of the children very clean and cheerful, and their demeanour frank and modest. The attainment is very respectable, and I think improving year by year. In reading, writing, and arithmetic above the average. Great attention is paid to the school by the clergy, and several ladies in the neighbourhood, one of whom has imparted to the girls since Christmas last the accomplishment of several ladies in the Hullah method, in a very pleasing and efficient manner. It is impossible not to wish that, if it could be arranged without undue sacrifice of time, the Boys' school might participate in this advantage.
145. Hurstpierpoint, Sussex. Girls' . .	July	.	.	.	.	Inspected with reference to the certificate of merit which it was proposed to award to the mistress. I had the pleasure of reporting satisfactorily.
146. Rotherhithe (Ami- cable.) Boys' . .	July	140	50	50	140	This school has been recently repaired; it enjoys the invaluable and enlightened interest of the clergyman, the Rev. E. Black, than whom nobody can take a more cordial concern in Christian education. I have no hesitation in recommending it for pupil-teachers.
147. Tandridge, Godstone, and Oxted, Surrey. Boys' . .	July	85	19	25	105	The master exercises a very good influence over this school, and bears himself a high personal character. There is excellent discipline here, and very fair attainment.
148. Girls' . .	"	48	30	.	66	The mistress takes great pains and interest in this school, and is herself endowed with considerable attainment. The children exhibit good discipline and fair rural acquirement; but I think that, with even less mechanical accomplishment, their reflection and intelligence might be awakened with advantage to their own present enjoyment of instruction, as well as to their future usefulness. More easy and interesting reading books, as well as maps illustrative of plain practical geography, are wanted.
149. Blinley Heath, Surrey. Mixed .	July	32	16	53	42	A Mixed school, under a master. It has been opened only six months. It is a good, substantial, well-arranged little building. A very commodious-looking house for the master is nearly finished, close at hand. There was no school or much the same as none, before the present was opened, so that it is in quite a rudimentary condition; but the master appears to address himself to his work in an unassuming, intelligent, and promising manner.

150. Red Hill, St. John's, Surrey. Boys . . .	July	42	16	21	48	<p>It is very satisfactory to find the intelligence of children so pleasingly exercised and informed, without injudicious straining, as is the case here. It is still more so to observe that this is not confined to the first or any favourite class, but commences, according to their requirement and capacity, with the lowest. The scriptural instruction has quite kept pace with that of a secular character; and the conducting of all seems to have been influenced by good temper and good sense. It ought not to be omitted that the master has contrived to enlist the interest of about 12 boys (as a sort of reward to good conduct) in the cultivation of half an acre of land adjoining the school, originally quite sterile, but from which they have obtained, solely by their own culture, very thriving crops of kitchen vegetables, which they are allowed to appropriate, besides a reward in money from the Committee to a few of the more industrious and successful cultivators. Very clean and creditable-looking children, taught by a young person of very pleasing character and unassuming manner, much commended by the clergyman, who is warmly interested in the educational interests of the district. The reading is very fair, notwithstanding a somewhat deficient supply of books and maps. A great deal of needle-work is done (apparently very neatly) in the afternoons. A little more method in writing and accounts might lead to improvement in those departments of instruction.</p>
151. Mitcham, Surrey. Boys' . . .	July	113	19	29	106	<p>This school is conducted by the master in a good spirit, with considerable ability, and with very satisfactory success. His attention seems to be suitably distributed over the various classes, and their attainment is consequently gratified in a desirable manner. The discipline and personal appearance and demeanour of the boys is highly creditable; and the only features in the school which form an exception to the favourable observations I have this pleasure to record are connected with its mechanical provisions and arrangements, which there is happily a great willingness on the part of the managers to amend. This is likely, therefore, to be done ere long, and will tend much to the advantage of the school.</p>
152. Girls' . . .	July	92	26	16	70	<p>This school was examined at some disadvantage, in consequence of the absence of the mistress through ill health. The attainment is improved since last inspection, though it still admits of that improvement which would rapidly result from somewhat more exercise of their imagination and reflective capacities with reference to every reading lesson on which they are employed. The mistress has been married to the master since last visit, an event which may tend to the advantage of her school, by enabling it, in some degree, to become participator in his instruction.</p>
153. Englefield Green, Surrey. Boys' . . .	July	46	14	20	45	<p>The master continues to conduct this school with commendable vivacity and zeal; and it rewards his pains by exhibiting a very fair degree of acquirement, both in amount and kind.</p>
154. Girls' . . .	July	55	23	45	80	<p>This school has now been conducted for six months in a pleasing and commendable manner by the wife of the master, whose experience and ability is thus brought into an interest in this school as well as in the boys', evidently to the advantage of the former. The girls are very clean and cheerful looking; and the first class exhibited creditable intelligence and attainment, both in scriptural and secular instruction. The second class, from recent changes in its organization, was not so happy in its exhibition of acquirement. The pupil-teachers seem to be advancing very favourably.</p>
155. Woolwich, Kent. Boys' . . .	July	262	219	269	230	<p>As respects discipline, the master has struggled with creditable success against the difficulties of a crowded school, in which he requires much more efficient assistance than the unhappily not quite obsolete monitorial system can supply; but notwithstanding his personal exertions, the attainment of the school, whether in secular or religious instruction, is very scanty, inaccurate, and unworthy of its local and numerical importance.</p>
156. Chatham, St. John's, Boys' . . .	July	83	76	79	86	<p>Continues to be conducted with energy and efficiency. The reading is fluent and well expressed, but admits of considerable improvement as to accent; the writing and arithmetic very satisfactory; general intelligence appears awakened; Scripture knowledge might be a little more ample and coherent. It is the manner here for the apprentices to read aloud each sentence of a lesson before it is read by the boys in their class. Hence a twofold necessity for the apprentices to cultivate a pleasing accent.</p>
157. Girls' . . .	July	49	81	67	60	<p>This school is much improved since last year's visit. The mistress evidently takes an earnest interest in her charge. The girls are neat in appearance and well conducted. They read very pleasantly, and their writing and arithmetic are satisfactory. Their reflection wants a little more connecting with their work, which I have no doubt will be attended to. There is the more merit in the creditable aspect which the school is beginning to assume, as it has to struggle with considerable difficulties as to funds and local circumstances.</p>

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
158. Ryde, Isle of Wight. Boys' . .	1850. July	86	42	47	100	This school is exceedingly improved since last year's visit, when two pupil teachers were assigned to it, in the confident assurance that the enlightened interest taken in it by the incumbent, coupled with the local and intelligence of the master, would very shortly convert it into a fit place for their training and instruction. This hope has been very gratifyingly realized. The mechanical arrangements have been amended by good parallel desks and other improvements. A better supply of reading-books has been furnished; in employing which the reflection of the children seems to be satisfactorily excited, and their acquirement both in Scripture and in secular instruction, has been considerably advanced. A better supply of maps is, however, still a desideratum. The mistress has been recently appointed, and seems likely to bring about a favourable change in the intellectual condition of the school. The discipline and moral tone appear very satisfactory.
159. Girls' . .	"	80	25	38	80	This is a pleasing Infant school, in which considerable interest is taken by its supporters in the neighbourhood. It consists of four gradations subdivided in 11 smaller groups, and instructed by the mistress, one stipendiary and nine ordinary monitors, which latter are taught by the mistress out of school hours. The school is well supplied with the ordinary apparatus of instruction. The children are remarkably clean, healthy, and cheerful-looking; and there are many indications that this little school is doing its work in a good spirit and with promising results. The more advanced children of the parish attend for the most part at the Newport school, one mile distant.
160. Carisbrooke. Infants' .	July	91	22	26	75	This school is conducted with considerable animation and judiciousness. The mechanical arrangements and supplies are satisfactory. The children appear very neat, cheerful, and well behaved. The pupil teacher seems to be discharging his duty very suitably; and both the intelligence and acquirement of the children are advancing in a promising manner.
161. Oakfield, Isle of Wight. Mixed .	July	93	22	34	93	The Report of last year appears to have had the effect of stimulating this school to the adoption of desirable measures for its improvement, which have been attended with considerable success. An energetic and efficient master now conducts the school, which seems to have answered his exertions in a very creditable manner. The discipline is good; the vivacity of the boys seems on the alert; the writing, reading, and arithmetic are very fair; and the general information, both scriptural and secular, promising. Choral singing is very efficiently practised by both boys and girls under the master.
161A. Newport, Isle of Wight. Boys' . .	July	101	64	64	114	The reading here is fluent and agreeable; the arithmetic and writing satisfactory; but I think that these, as well as scriptural instruction, admit of somewhat more connexion with the religious and intelligence of the girls, which does not appear to me to be sufficiently awakened and informed. The discipline and appearance of the children, however, as well as the moral tone of the school, is very commendable.
162. Girls' . .	"	67	35	30	•	This Infant school seems to be of average efficiency, and the mistress conducts it with diligence.
163. Infants' .	"	65	20	49	•	The lively interest taken in this school by the clergyman and his wife is rewarded by its exhibiting a pleasing degree of discipline and promising attainment. The mechanical arrangements and supplies are adequate. The master, address,
164. Calborne, Isle of Wight. Boys' and Girls'	July	51	10	28	66	

commendable spirit; and the intelligence of the children is awakened and ar or religious, in a hopeful manner. A mistress takes infants, and super- every wet day reduced the attendance considerably below the average.

as a pupil in this school but 16 months previously to his appointment as master. by a person of slender intellectual qualifications; but a vacancy occurring, the t in the educational welfare of his parish, spared no pains to secure the services of or the progress of the school, which now exhibits very satisfactory discipline and tural instruction is such as might be expected from the personal superintendence acts of attainment are by no means compromised.

nly to the unaffected ability and zeal of the master, but also to the active and abouring residents in its behalf. Its moral tone, as well as its instruction, are gence of the children seems to be on the alert, and of that fatal torpor of thought schools is liable, little is to be detected here. The discipline is good, without are than average accuracy. There is a reasonable prospect that it may be ere esent, and so admit of better accommodation as to desks and furniture.

admit of considerable improvement; desks, books, and apparatus are scarcely hool. The master addresses himself to his duty with conscientious industry, and ly to raise the acquirement of scholars to a standard more commensurate than their progress by the managers. One of the pupil teachers has relinquished his candidate is put forward in his place.

re are very satisfactory, and considerably improved since last inspection; and in s creditable; but it appears to me that the intelligence and reflection of the more awakened and connected than at present with their work. The master is, tructed person, and likely to exercise a salutary influence on the children, under school may reasonably be expected.

exceedingly pleasing. Great interest is taken in the school by influential residents. 7, and the reading very good. The pupil-teachers are highly commendable and use the school. Singing in parts very pleasantly cultivated.

ith considerable energy, and to enjoy the advantage of an active interest taken in ading, writing, and arithmetic are fair; and general intelligence tolerably culti- nt and active. Books and apparatus are sufficient. Desks and furniture im- ine to be highly commendable.

and conduct themselves very creditably; their appearance is neat and cheerful, improved cultivation, both in extent and accuracy, and might be more systema- and intelligence. The supply of books has been enlarged, and parallel desks are

fair, but not quite equal to what the interest taken in its welfare by the clergyman and together with the ample sion of apparatus for its use, would lead one to

y, and there is a pleasing ext al appearance about the school, and certainly no lack a some causes, which may pro dly disappear the instruction has fallen considerably ad been led to for the parent qualifications of the mistress, and below the e of merit should re. It is great reason to hope that this shortcoming will ere as of instruction.

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Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

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173. Gosport, St. Matthew's, Boys' ..	1850. Aug.	96	39	51	80	Improved in numbers and attainment during the past year. There is a good deal of animation and intelligence amongst these boys; they are creditably drilled and disciplined; and considering the very great deficiency of books (which I hope there is a probability of being shortly supplied), they read with less hesitation than I should have expected. Their writing is fair, and their arithmetic accurate. The master appears to be taking pains, and to discharge his duty in a creditable spirit. One pupil-teacher has been, I lament to say, suddenly removed by death; and one remains who seems to conduct himself steadily and satisfactorily.	
174. Girls' ..	"	45	.	.	45	The appearance of the girls is very creditable, and their behaviour orderly. The school has been well supplied with apparatus.	
175. Gosport (Preparatory). Boys' ..	Aug.	103	.	.	103	This is a school to which no child is admitted whose parents are rated by the managers as able to pay 2d. a-week for his instruction. The consequence is, of course, that it is exclusively frequented by children of the poorest class; and the degree of good order and homely instruction cultivated amongst them is such as should secure every commendation and equitable encouragement. The master and apprentices seem to be doing their duty satisfactorily. It cannot but be very hopeful to see so much of comparative cleanliness and intelligence, and good order, at least (if not much more than this) maintained for several hours per day amongst so many children gathered from the very squalid homes in which it may be feared there is but little to promote their moral improvement.	
176. Alverstoke, Hants. Boys' ..	Aug.	.	.	.	.	This school continues to be very much indebted to the painstaking and enlightened interest taken in it by the rector. The discipline is exceedingly good; and the instruction, both scriptural and secular, highly satisfactory and suitably connected with the reflection of the scholars. The apparatus of the school is ample, and the mechanical arrangements of the school very competent.
177. Girls' ..	"	.	.	.	.	The moral tone of this school is everything that could be wished; the manners and appearance of the children very neat and orderly. Their instruction is highly creditable. The apprentices have conducted themselves in a very commendable manner.
178. St. Leonard's-on-Sea Boys' ..	Aug.	87	70	86	85	The clergyman here takes a sincere and liberal interest in the school, and is anxious that every available means should be employed for its advancement. A certificated master has been appointed, but has held his situation too short a time to act so visibly as may be expected upon the minds of his scholars. He appears to have a full sense of the responsibility of his undertaking, and, from all that I observe, I should augur well for his success.	
179. Girls' ..	"	.	.	.	.	There is an exceedingly creditable and orderly appearance about this school. The attainment is not at present quite upon a par with its moral tone and discipline, but by the introduction of a more comprehensive range of instruction this is likely to improve.

180. Hastings, St. Mary's. Boys' ..	Aug.	97	80	88	97	<p>This school, as might be expected from the enlightened and ungrudging interest which has been taken in it by the manager, and from the conscientious industry of the master, is in a highly satisfactory and apparently still progressive condition. The moral tone of the school is very much to be commended; the mechanical arrangements judicious; and the acquirement of the boys, whether scriptural or secular, appears competent in extent and practical in character, as well as pleasingly connected with their reflection and intelligence.</p> <p>This school has been very much improved during the last year in mechanical arrangements and in apparatus, which appear to have told advantageously already on the acquirement of the children. Considering the assiduous and cordial interest taken in their welfare by the incumbent of St. Mary's, and by a lady resident in the district peculiarly fitted for such beneficent occupations, it would be surprising if the discipline, moral tone, and scriptural instruction were other than commendable and exemplary, as they are and promise to continue.</p>
181. Girls' ..	"	93	42	80	83	<p>The organization of this school has been materially altered since last inspection, both by change of mistress and by draughting off infants into a school newly built close by. The arrangement of desks is still defective; and though the supply of books has been enlarged, there may not yet perhaps have been sufficient time for them to tell perceptibly upon the minds of the children, or for the unavoidably disturbed organization of the school to settle down into a state of satisfactory efficiency. From these causes, and through default of some concurrent circumstances which possibly I am not in a position to discriminate, neither the discipline nor attainment yet are such as the accomplishment of the mistress would lead me to anticipate.</p>
182. Haldon, St. Clement's Hastings. Mixed ..	Aug.	127	40	108	108	<p>Excepting that the reading suffers somewhat from want of such opportunities for cultivating fluency, calculation, and expression as a class-room would supply (which in so crowded a school seems indispensable), the attainment and intelligence here reflect considerable credit on the judicious exertions of the master, who evidently takes an earnest interest in the work, to which he is well adapted. The mechanical arrangements have been much improved since last inspection, and the good effects of the alteration are already manifest. A class-room is the crying need. The drill and discipline are very satisfactory.</p>
183. Hastings, All Saints'. Boys' ..	Aug.	161	93	87	130	<p>This school, when first undertaken by the present mistress, was in a deplorably inefficient state. It has been considerably improved under her influence, and appears to be still improving, but there has not been time for it to do justice, as respects attainment, to her own abilities. The mechanical arrangements have been much amended, and supply of books and apparatus enlarged. There are still wanted more copies of the reading books for lower classes.</p>
184. Girls' ..	"	132	85	95	140	<p>The late master left this school three months ago. The present one holds the appointment, as I understand, provisionally. He appears to be doing his duty conscientiously, and with pretty fair success. The children are well behaved, and exhibit tolerable attainment with creditable animation and intelligence.</p>
185. Hestmonsex, Sussex. Boys' ..	Aug.	86	26	19	65	<p>The moral tone and discipline here continue highly satisfactory, and it may be hoped that the recent introduction of additional reading books, if accompanied by the enforcement of more regular attendance, may have the effect of enlarging the general information and intelligence of the children. Their appearance is very neat and conduct orderly. The master exhibits considerable pains and ingenuity in the rudimentary instruction of the lower classes, which may be expected ere long to bear fruit in the upper. He does not show any disposition to over-rate his school.</p>
186. West Frie, Sussex. Mixed ..	Aug.	69	22	33	63	<p>The mistress has been changed since my last visit. The general character and efficiency has not materially altered. The apprentice appears to have conducted herself satisfactorily.</p>
187. Southampton, Redford-place, Hants. Girls' ..	Aug.	.	.	.	.	<p>This interesting rural school is greatly indebted to the cordial and enlightened interest taken in it by its liberal patron and promoter. A very competent master is provided for it, and some deficiencies of mechanical arrangement and supply of books will be at once made up; meantime it appears to be conducted with intelligence and zeal, and exhibits very promising tokens of success.</p>
188. Goodnestone, Kent. Boys' ..	Aug.	30	10	16	35	<p>Conducted in a very pleasing spirit.</p>
189. Girls' ..	"	.	.	.	.

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

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		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.		
190. Bermondsey, Star Corner. Boys	1850. Aug.	282	230	240	260	The master continues to conduct this large and trying school with ability and zeal, and to struggle with creditable success against some considerable embarrassments of organization and mechanical arrangement. An Infant school is imperatively wanted; this would considerably relieve the Boys' school as to numbers, and would facilitate a better disposition of desks, and more undisturbed and uniform method of instruction. Meantime the discipline and attainments of the school are undoubtedly commendable, and much better than, in the face of existing difficulties, might be expected, and therefore they are such as might give the managers assurance that any mechanical improvements which they may feel justified in adopting would not be thrown away. There has been a recent supply of books and maps, but more easy and interesting reading books would still be desirable for the lower classes.	
191. Brighton, Warwick- street. Boys	Aug.	90	113	96	90	Considerably improved in animation and acquirement since last inspection. The master seems to be discharging his duty with intelligence and zeal, and the two apprentices are doing very well. The draining and ventilation of the school require, however, peremptory attention, and I fear it must be cold and damp in winter.	
192. Girls	"	92	63	82	90	This school maintains its character for pleasing moral tone and discipline. The girls are unusually neat, clean, and cheerful looking. Their instruction in such cardinal matters as reading, writing, and arithmetic is satisfactory, which, together with their orderly behaviour and appearance, almost disposes me to remark that their intelligence and reflection might, perhaps, be a little more enlivened and associated with their mechanical attainments. Considerable attention is bestowed on Scripture; and needlework is very good.	
193. Brighton (Central). Boys	Aug.	211	157	200		The writing and arithmetic here are good; spelling indifferent; reading deficient in accuracy, articulation, and expression. The attainment generally, though of average extent, is, perhaps, somewhat too mechanical; but for this the unwieldy magnitude of the school, both as to space and numbers, and the consequent difficulty of bringing the master's mind into contact with that of the children will in great measure account. The present master, recently appointed, appears to have a very rational and intelligent estimate of the condition and requirements of the school; and I have a confident hope that ere long the more accurate acquirement and improved intelligence of the boys will afford satisfactory evidence of his competency to this very responsible and important charge. The apprentices are doing remarkably well, but in all other respects their attainment falls considerably short of what might fairly be expected in a school of so much importance, both in numbers and in situation. The present mistress, very recently appointed, appears, however, quite alive to the intellectual deficiencies of the school, and likely, I think, in a little time to supply them. The apprentices seem to be conducting themselves in a very satisfactory manner; and the moral tone which prevails throughout is much to be commended.	
194. Girls	"	161	141	123	160		
195. Rotherhithe, Trinity Boys and Girls	Aug.	54				The organization of this school appears to have been embarrassed and deteriorated of late by a somewhat irregular admission of girls and children from the Infant school, upon no very definite standard, as far as I can understand, of age or of	

196. Southampton, All Saints, Boys' ..	Aug.	66	73	95	<p>This has tended, somewhat to impair the discipline and obstruct the methodic arrangements of the school. The boys, however, in the first class exhibit a fair degree of intelligence and acquirement; and I think that, by a little more energetic discipline, and the introduction of a better supply of reading-books, the school might soon be placed in a satisfactory condition.</p>
197. Girls' ..	"				<p>The mechanical structure and arrangements here continue to interpose some difficulties as to silence and discipline. The master appears to be an amiable, well-informed, and upright person, and makes no attempt to overrate the discipline and attainment of his school, which has some difficulties to contend with. The pupil-teachers appear to have been carefully instructed.</p>
198. Portsmouth, Boys' ..	Aug.	104			<p>Papers not returned by managers at time of making up this Report.</p>
199. Girls' ..	"	94	38	87	<p>The serious disadvantages of noisy position complained of in last year's Report has certainly not been removed; nor is it easy to contrive any method of subduing it except by change of site. The evil has, however, never been lost sight of by the clergyman, who manifests a cordial and enlightened interest in the welfare of the school, and is anxious to give effect to any practicable contrivance for the removal or mitigation of so great an evil. Meantime the advantages and value-taking of the master have struggled against it with considerable success. Some other disadvantages that were mentioned have disappeared; and upon the whole the discipline, attainment, and intelligence of the boys are very satisfactory. This room is over the Boys', and was at one time employed for public amusements. This use of it has, however, been entirely abandoned; and it is a very ample and well-lighted apartment. It is exposed to an inconvenient degree of noise from the street—a difficulty which is encountered with more success than I should have expected. The mistress is a very unassuming, matronly person, of great respectability. The children are clean, silent, and well behaved. The apprentices, two very promising girls, are conducting themselves very well. Books are rather deficient; and desks and furniture might be improved, if scanty resources did not hinder.</p>
200. Portsmouth, All Saints, Boys' ..	Aug.	281	97	280	<p>This school continues to be conducted with considerable energy and ability; and notwithstanding an overcrowded attendance and defective mechanical arrangements (which the limited resources of the neighbourhood may render difficult of improvement), it exhibits very orderly discipline, and, in writing and arithmetic, highly satisfactory attainment; the reading, however, is deficient both in fluency and intelligence; and, as it appears to me the reflection of the children generally might be more awakened and connected with their work. While so large a school was under a single master, however able, with no other assistance than that of the old monitorial system, it might be expected that the instruction would be somewhat mechanical; but now that several pupil-teachers are growing up to render efficient assistance, it may be confidently hoped that so able and well-qualified a master as the one who conducts this important school, notwithstanding the difficulties of so vast a charge, will find himself in a position to remove the deficiency above adverted to. It may be reasonably hoped that the discipline, intelligence, and acquirement here will greatly improve under the direction of a trained mistress very recently appointed, and who appears likely to address herself to her task in a very commendable spirit. It is needless to criticise the school minutely in its present transitional state.</p>
201. Girls' ..	"	110	78	120	<p>Continues to labour under the serious disadvantage of being crowded, dark, and in a very noisy situation. Some slight efforts have been made to improve the ventilation, not entirely without success; but still the school is far from adequate to the necessities of so large a number of boys. The master is a person of excellent character, and, notwithstanding all the mechanical disadvantages referred to, has brought his school into a very creditable state of discipline and instruction. More easy and interesting books are wanted for the lower classes.</p>
202. Portsmouth (Beneficial), Boys' ..	Aug.	198	82	71	<p>This school has still to struggle with the disadvantage of being noisily situated. It is, however, in a very satisfactory state of discipline; and the appearance of the girls is neat and cheerful, and their behaviour very orderly. There is a pleasing tone about the school; and the mistress and apprentices appear to be discharging their duty in a very commendable manner. The attainment, though not above the average, is improved since last inspection. Some more interesting rudimentary reading books for the lower classes would be an advantage.</p>
203. Girls' ..	"	91	52	90	

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield — *continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
204. Southampton, St. Mary's, Hants. Boys.	1850. Sept.	116	.	.	.	This school appears to be unfavourably circumstanced as to pecuniary resources. The supply of books and apparatus is insufficient, and is shared, turn about, in some measure between Girls' and Boys' school. So inconvenient (however unavoidable) an arrangement tells unfavourably upon the attainments of the children, which is notwithstanding pretty fair, considering these disadvantages. The master is intelligent, industrious, and very frank about his school. The apprentices and candidates seem to be doing well. A grant for books, maps, and desks would be desirable. There are considerable difficulties, chiefly of revenue, to contend with here. The mistress is a well-principled and industrious person, who takes great pains with her school. The pupil-teacher has been disabled by ill-health for the last four months from prosecuting her employment; but there are fresh candidates to supply her place.
205. Girls.	"	73	.	.	.	This school is deplorably destitute of books, apparatus and furniture, without which advantages I do not see that it is possible for it to make any progress. The school is good one, though infinitely lighted; hard floor, stove, and old-fashioned parallel desks. The master is a highly respectable, unassuming man, but unprovided with materials, cannot do himself or scholars anything like justice, or exhibit whatever powers of instruction he may have. The numbers in attendance are small: nor is it likely that they can recover their due proportion, unless more adequate funds be supplied to place the school in a state of efficiency. It is difficult to remark in terms of discrimination on a school in this condition; for however defective in discipline and attainment, it is impossible that it should be otherwise. The school-master is in the situation of a gardener without spade, rake, or seeds. There is not in the school one entire Testament, or entire book of any sort, nor a single map or picture. The excellent clergyman is most desirous that all this should be otherwise, but is crippled by the scanty resources of the parish.
206. Southampton, St. Michael's, Hants. Boys.	Sept.	50	.	.	.	October, 1850. — Since the above was written, the schools of the two incumbents and their flocks may elevate them to suitable with these; and I trust that the united exertions of the two incumbents and their flocks may elevate them to suitable efficiency.
207. Girls.	"	40	.	.	.	An ample, light, and well-ventilated room; but same remarks apply to this as to the Boys' school.
208. Kennington Oval, Surrey. Boys.	Sept.	175	.	.	.	This numerously-attended school continues to be conducted with highly commendable energy, ability, and integrity. The discipline is excellent; and the master, with entire kindness, holds the boys in admirable command. A class-room and movable parallel desks have been completed since last inspection, to the great advantage of the school. The writing is excellent; the reading, arithmetic, and general intelligence are very creditable, and would be better with more adequate apparatus. I think that some slight alteration in the time-table, by which the reading might take place, not as at present, all classes in the school-room at once, but separately in the class-room, would be an improvement. The supply of books and maps is very insignificant, and a grant should be applied for. The apprentices are doing very well, and an additional one would be desirable.
209. Girls.	"	109	.	.	.	The discipline here is much improved since last inspection; one group of parallel desks has been introduced. The

children are neat, clean, and orderly behaved; and it may be reasonably hoped that the more competent provision of books and apparatus which the managers propose to furnish, together with an adroit and animated use of them, will promote the instruction and intelligence of the children. The mistress is very much interested in her employment; and the two pupil-teachers are conducting themselves exceedingly well.

Continues to be conducted with intelligence, integrity, and zeal; exhibits a very satisfactory moral tone; and appears to be improving in discipline and attainments. The school labours under the disadvantage of being in a very inferior, and therefore migratory, neighbourhood; and the children in attendance are very young. There are also several schools at hand entirely gratuitous, which naturally attract several that would otherwise be attending this. The boys, however, notwithstanding their tender years, seem intelligent and to be doing well.

The present mistress appears to have maintained in a very creditable manner the good order, personal neatness, and competent instruction in which her predecessor left the girls last July.

This is a very prettily built and situated rural school, and a very ornamental feature in connexion with the district church of Highfield. It has board floor; open roof; is very well drained, ventilated, and lighted; and is divided into two good rooms, the partition being, however, usually opened, and the children organized into a Mixed school, with the usual arrangements, the girls being taught sewing in the afternoon under the master's wife. The discipline and appearance of the children are very creditable. The school has been open about a year and a-half, during which time the attendance has steadily increased. The attainment of the children is commendable and promising, and their intelligence appears to be pleasingly connected with their work. The books and apparatus are sufficient. An apprentice might be placed here with great advantage.

There have been great disadvantages here resulting from frequent change of masters. Great interest is, however, taken in the school by the parochial clergy; and, notwithstanding the difficulties of deficient funds, imperfect mechanical arrangements, and too frequent disturbance of organization, the intelligence of the children has been creditably cultivated, and their general discipline and attainment pretty far advanced. A class-room has been added since last inspection. Desks, books, and apparatus still admit of improvement, whenever funds may make it practicable. The school is well drained and ventilated; but the stone floor might be advantageously replaced by boards. The pupil-teachers are discharging their duty with intelligence and assiduity.

The school is very much overcrowded, and still fresh applicants are continually rejected. The discipline of the school, however, as well as its general character, is much improved since last inspection. The supply of apparatus has become much more complete; the walls are covered with good maps, and the books are tolerably varied in kind and competent in number. More slates are wanted, and should be suspended from the neck by strings. The writing and arithmetic are good; but the reading suffers from the great number in each class, from the want of more appropriate adaptation of books to the capacity of the respective classes, and from the absence of those opportunities of cultivating accuracy and intelligence which would be afforded by a class-room. The pupil-teachers appear to be intelligent and painstaking, but want method and animation in directing the recitation of their classes to what they read. The master, I trust, will not forget this, and the same spirit will be less impaired by the influence of example than by mere preceptive instruction. The schools seem likely to derive every advantage from the active interest taken in them by the incumbent of the district.

The present mistress has only been here four months, and found the school in a very indifferent condition. She appears very desirous to raise its character; and it is certainly much improved in discipline since last inspection. The mistress is still of moderate extent; but under the encouragement which the school derives from the persons of interest exhibited in it by the incumbent, and with the advantage of the improved supply of books and apparatus which the managers undertake to furnish, it may be hoped that the instruction and intelligence of the children will ere long make considerable progress.

210. Winchester, St.
Maurice, Hants.
Boys' . . .

Sept.

39

211. Girls' . . .

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212. South Stoneham,
Hants. Mixed . .

Sept.

96

213. Romsey, Hants.
Boys' . . .

Sept.

68

214. Bermondsey, St.
James, Surrey.
Boys' . . .

Sept.

196

215. Girls' . . .

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112

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
216. Kingston-upon-Thames, Surrey. Boys' . . .	1850. 18 Sept.	129	.	.	.	The comprehensive constitution of this school, admitting as it does the children of Dissenters, without requiring them to learn the Church Catechism, may somewhat interfere, perhaps, with some particular interests that might otherwise be cherished in its behalf. The diligence and ability, however, of the schoolmaster have contended very successfully with such discouragement, if any such there be. The discipline is very fair; the reading, writing, and arithmetic above the average; and the Scripture knowledge, general information, and the intelligence with which all appear to be digested, very creditable.
217. Girls' . . .	"	91	.	.	.	It is but very recently that a supply, and that a very insufficient one, of books and apparatus has been provided for this school. The desks and furniture continue as before, not advantageously arranged. The excellent personal character of the mistress tells very favourably upon the discipline and moral tone of the school; but her recent severe and lengthened illness has seriously interrupted her in the duties which she has been most anxious to discharge. This, coupled with the insufficiency of books and apparatus, has tended to stint the actual information of the girls; but they are very neat and well behaved, and do not seem deficient in that intelligence which it would be easy and most desirable to feed with competent instruction.
218. Ham, Surrey. Boys' . . .	Feb.	30	.	.	.	The school was assembled for the first time after the holidays—a circumstance unfavourable both to the numbers in attendance and the attainment exhibited. It appeared to me that more methodic ingenuity and animation of teaching is required, which, combined with the evident desire of the master to do his best for the school, might soon raise his acquirement above the present somewhat moderate level. The books are sufficient in number, but not well graduated to the classes, some of which are reading books above their capacity and apprehension. The apprentices appear to have acquired himself with diligence and creditable improvement.
219. Ditto . . .	Sept.	30	.	.	.	Second Report.—A spectacle at a neighbouring town had withdrawn a considerable proportion of the boys. The school is improved in discipline and intelligence since last inspection. The desks have been converted into parallel; and secular reading books have been supplied, which have proved a great benefit. The apparatus, however, still requires some additions; maps are very much wanted. The master and apprentices appear to be doing their duty creditably.
220. Morden, Surrey. Boys' . . .	20 Sept.	36	.	.	.	A certificated master has been conducting this school for the last twelve months, very much to its advantage. It is greatly improved in every respect, and exhibits now a very creditable degree of attainment, with good discipline. It is much to be desired that so pleasing and useful a school as this shows itself capable of being <u>sustained</u> , if practicable, be somewhat enlarged.
221. Eltham, Kent. Boys' . . .	23 Sept.	68	.	.	.	Very much improved in discipline, attainment, and intelligence since last inspection, at which time the supply of books and apparatus had not been long enough in use to tell materially upon the children's mind. They now appear to be making good use of them; and their animated countenances and thoughtful answers evince that the great pains bestowed upon the school by the residents, supporting the industry of the master, have been very effectually <u>responsible</u> .
222. Girls' . . .	"	46	.	.	.	The discipline and the moral tone here continue very good. The girls are extremely neat and cheerful looking, and the

school is very silent. The same stock of maps serve for boys and girls, being usually kept in the Boys' school, rather to the disadvantage of the other, which should have a separate supply. The instruction of the girls is somewhat advanced since last year, but still betrays the want of more competent apparatus, and animated and adroit employment of it.

In consequence of a misapprehension, my arrival here was unexpected by the schoolmaster. I found the school, however, in very good order, and considerably improved, since last inspection, in attainment. The master appears to have addressed himself cheerfully to certain points, which were then indicated as requiring special attention, and the result is evidently favourable. The reading, writing, and arithmetic are good; general intelligence very fair; discipline very good. The pupil-teachers doing very creditably; one of them has for some time walked daily six miles and a-half to his duties, and the same distance home again, his parents having removed to Westminster since commencement of apprenticeship. This is too much: the managers propose providing him with a lodging gratis near the school.

Conducted very creditably.

It is very gratifying to inspect a school like this, conducted as it has been in an excellent and enlightened spirit, both as respects clergyman and master; and exhibiting discipline such as disencumbers the examination of almost every difficulty and instruction and intelligence such as render it satisfactory to all engaged in it. The master discharges his duty with adroitness, good temper, and integrity. The pupil-teachers are conducting themselves very well; and altogether the school is in a highly satisfactory condition. Singing, drawing, and such poetry as is suited to the social condition and prospects of the children are very pleasingly cultivated, without any sacrifice of more substantial and practical accomplishments.

The cleanliness and good behaviour here are such as I should expect from the excellent personal character of the mistress, and the very desirable influence which she exercises over the school. The intelligence and information of the children are improving; and it enjoys an inestimable advantage in the active and enlightened interest taken in it by the Rev. D. Moore and his curate, under whose superintendence the religious instruction is carefully conducted.

Never inspected before. It originated as a Sunday school; and about three years ago expanded into a district National school. It has been very numerously attended, and is the only convenient school for an exceedingly large and impoverished population. The master appears a very worthy person, not trained, but sensible, and conscientiously attentive to his duties. The system is monitorial; and the discipline and instruction are as good as could be expected. The clergyman has been exerting himself to raise new and more judicious books, which seem likely to be soon effected, when the present building will be converted into infant school. Meantime, the former books are applied to, and the desks could be worth while to charge at present under these circumstances. It is to be regretted that the most efforts that are making for the advancement of education in this district, it seems unnecessary to criticise the merely what has been hitherto achieved.

Room over the Boys', and of corresponding size, conducted by the master's wife, a matronly, respectable person. In many respects the remarks upon the Boys' school apply to this. The girls are neat in appearance and nicely behaved. Attainment homely. Books and apparatus deficient, but likely to be supplied. Wall-desks, but not desirable to change at present.

A very ample, well-formed room; boys divided from girls by sackcloth curtains; insufficient to protect one school from the noise of the other; board floor; good parallel desks; tolerably supplied with books and apparatus. The master an intelligent, conscientious, and efficient person; will find a pupil-teacher a valuable accession to the organization of his school, which exhibits already fair but somewhat irregular attainment.

Part of a good-sized, well-found room, and separated from boys by a curtain of sackcloth, which is very insufficient to exclude the noise from their school. The mistress, an unassuming and industrious young person, has been engaged for two years. The appearance of the girls is very respectable. The introduction of a pupil-teacher would be likely to promote both directly and incidentally, the attainment. The school has been partly well furnished with books, but the having to use the maps by turns with the boys is a disadvantage which I hope is likely to be removed by application for grants.

223. Blackheath (Trinity)
Kent. Boys . . . 24 Sept. 136

224. Girls' . . . 99

225. Camberwell, Cam-
den Chapel, Surrey
Boys . . . 26 Sept. 129

226. Girls' . . . 86

227. Walworth, St Peter's
Boys . . . 27 Sept. 121

228. Girls' . . . 80

229. Hougham, Christ-
church, Kent.
Boys' . . . 30 Sept. 78

230. Girls' . . . 51

Tabulated Reports in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
231. Sydenham, Kent. Boys . . .	1850. 1 Oct.	89	.	.	.	This school continues to enjoy the advantage of the warm interest taken in it by the clergyman, and of the industry and integrity of the master. The discipline is very good, and the attainment very creditable, excepting that there is some room for improvement in the reading, which is deficient in fluency and correctness. There has been a supply of books since last inspection. Additional maps would be an advantage. The moral tone of the school is excellent. The apprentice is conducting himself very commendably.
232. Winchester, St. Michael's, Hants. Boys . . .	15 Oct.	29	.	.	.	The present master succeeded to this school nine months ago. He appears to be discharging his duties with great satisfaction to the clergyman, and to be cultivating the intelligence of his scholars with very fair success.
234. Hyde, St. Bartholomew, Hants. Mixed . . .	15 Oct.	79	.	.	.	Continues to be conducted with conscientious industry, ability, and zeal. The children exhibit good discipline, with very creditable acquirement and intelligence. The tripartite system is still employed here with apparently satisfactory effect. The clergyman takes great personal and practical interest in the school, and acquiesces himself minutely with its progress.
235. Easton, Hants. Mixed . . .	Oct.	47	.	.	.	Continues, as before, a Mixed Boys' Girls' and Infant school, under a master, whose wife assists in her appropriate department. The children are neat, cheerful, and well behaved. The instruction has been facilitated since last inspection by the introduction of secular books and maps. The pupil-teacher is an intelligent boy, and seems to conduct himself to the satisfaction of his master and the clergyman. The attainment of the children has been considerably impeded by irregular attendance, and more particularly during the recent prevalence of a fever in the village.
236. Kingsworthy, Hants Boys . . .	Oct.	25	.	.	.	This is a fixed school, under a master, who devotes himself to his work with conscientious zeal and with considerable ability. He receives valuable support and encouragement from the clergyman and his wife. The school is competently provided with books and apparatus, and the children exhibit a gratifying amount of information and intelligence; they appear cheerful, healthy, and well ordered. A pupil-teacher will be very properly placed here, and will be likely both to be well taught himself and to contribute towards realizing the promise of efficiency which the school decidedly exhibits.
237. Winchester, St. Thomas, Hants. Boys . . .	22 Oct.	43	.	.	.	The discipline here is good without painful restraint. The instruction is proceeding satisfactorily under the intelligent and industrious direction of the master. All is much improved since last inspection.
238. Winchester, St. Peter's, Cheese Hill, Hants. Mixed . . .	22 Oct.	73	.	.	.	A Mixed school, under a master of intelligent and unassuming character. I found a very satisfactory amount of attainment here, and all seemed to be going on in a spirit of improvement. The room is 40 feet by 20 feet, divided by folding doors when convenient. Rather deficient in books and maps; other apparatus pretty good.

239.	Bishopstoke, Hants. Boys' ..	23 Oct.	60	<p>This very pleasing school continues to enjoy the kind and efficient interest of the Dean of Winchester under whose superintendence it is furnished with everything necessary to the comfort and prosperity. The children are very clean and well conducted, and exhibit a very satisfactory amount of useful acquirement.</p>
240.	Compton, Hants. Mixed ..	24 Oct.	50	<p>This pretty little rural school continues to enjoy the unwearied attention of the clergyman's wife, in addition to the conscientious superintendence of the mistress and a very promising pupil-teacher. A very competent supply of books and apparatus have been provided, with assistance from Committee of Council, since last inspection; and the intelligence of the children has signally improved in the same interval. It is a very pleasing school, and well adapted to the necessities of the parish.</p>
241.	Twyford, Hants. Girls' ..	24 Oct.	79	<p>Much improved since last inspection in intelligence and information, and exhibiting remarkably pleasing discipline and neatness of appearance. The new incumbent takes a personal interest in this school, and makes himself well acquainted with its proceedings and requirements. The Boys' school, most unfortunately, is not placed in such manageable circumstances, but there is a great desire, if possible, to place it on a more efficient footing.</p>
242.	Andover, Hants. Girls' ..	Oct.	72	<p>The mistress has been changed since last inspection. The girls look exceedingly clean and neat. The writing, reading, and arithmetic might be called satisfactory but for the rapid and impatient manner of reading which has been acquired, and which extends to the framing of questions, so that the examination is not so exact as it should be, and embarrassed by frequent interruptions to the speaker from the children. The intelligence and selection of the children admit of free improvisation. Methodic teaching is not so desirable, but would require the mechanical advantage of easels, black-boards, and other apparatus, together with a more competent supply of reading books.</p>
243.	Burton, Hants. Girls' ..	" "	32	<p>So much interest is taken in this school by the rector, and there is so much readiness to afford every facility for its progress, that I think a pupil-teacher will be very properly placed here. The mistress appears to be discharging her duty in an excellent spirit. I had only time to examine the candidates for apprenticeship.</p>
244.	Petersfield, Hants. Boys' ..	Oct.	60	<p>Conducted by the master with considerable zeal and ability. The school would be a very proper one for a pupil-teacher. The clergy take active interest in its progress.</p>
245.	Girls' ..	" "	57	<p>Conducted by a certificated mistress of considerable ability, and frank, unassuming manners about her school. She discharges her duty with industry and intelligence, and in a very commendable spirit; and with the additional books and apparatus which it is proposed to introduce, the school promises to make considerable improvement in instruction. The resident clergyman takes an active interest in its progress.</p>
246.	Alton, Hants. Boys' ..	Oct.	71	<p>Conducted by the master in an excellent spirit, and with considerable ability. There has been a competent supply of books and apparatus. The instruction and discipline are very creditable.</p>
247.	Girls' ..	" "	67	<p>The discipline is satisfactory, and the mistress diligent and anxious for the progress of her scholars, but the instruction admits of improvement, both as to its extent and its connexion with the intelligence and reflection of the children. The apprentice appears to have been taken pains with and to be doing her duty very creditably.</p>
248.	Infants' ..	" "	90	<p>Conducted with diligence, and exhibiting very good order.</p>
249.	Henley-on-Thames, Oxford. Boys' ..	Oct.	"	<p>I visited this school on behalf of my colleague, Mr. Bellairs, in whose district it lies. It is an unusually substantial and complete building, and the clergyman takes considerable interest in its welfare. It appears to be conducted with integrity and diligence, and with satisfactory success.</p>
250.	Girls' ..	" "	"	<p>Respectably conducted. The girls neat and creditable looking: with the assistance of pupil-teachers, would be likely to make considerable improvement.</p>

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
251. Whitchurch, Hants. Boys' . . .	1850. Oct.	.	.	.	.	The clergyman takes considerable interest in this school, and it is conducted by an industrious and conscientious master. I had only time to examine the candidates for apprenticeship.
252. Crondall, Hants. Boys' . . .	Oct.	62	.	.	.	The interest taken in this school by the trustees, and their readiness to adopt all practical resources for its welfare, are likely to lead to considerable improvement. The master appears to conduct it with kindness, intelligence, and industry, and will, I doubt not, turn to good purpose the additional means of instruction which will probably be placed at his disposal in the way of books, apparatus, and mechanical arrangements of the school.
253. East Boldie, Hants. Mixed . . .	Oct.	73	.	.	.	Much cared for by the clergyman, and conducted with zeal and conscientious industry by the mistress. It is a very isolated school, but numerously attended, and very neat and orderly in its arrangements. Having visited the school in the earlier part of the year, I had only time now to examine the apprentices.
254. Farringdon, Hants. Mixed . . .	Oct.	41	.	.	.	This is a very pleasing rural school, under the immediate personal interest of the principal lady in the parish; and the neat appearance and orderly demeanour of the children exhibit very gratifying evidence of that kind of superintendence. The mistress is an exceedingly painstaking, commendable person, and very much devoted to her work. The school is very well furnished, and is altogether in a promising condition.
255. Selborne, Hants. Mixed . . .	Oct.	90	.	.	.	This is a Mixed school, conducted with most unassuming, conscientious diligence by the mistress, assisted by an industrious and well-conducted pupil-teacher. The clergyman and his lady are much interested in the school. The discipline and intelligence of the children is decidedly improved since last inspection, and is likely to make still greater progress with the aid of additional books and maps, which it is proposed to introduce.
256. Chawton, Hants. Mixed . . .	Oct.	62	.	.	.	Very sedulously looked after by a benevolent lady in the immediate neighbourhood. The schoolmistress a highly commendable person, who takes great pains with the children. Their dress is remarkably neat; their countenances healthy and cheerful; and their behaviour good. A good deal of time and pains is devoted to singing in parts. The school is very abundantly supplied with apparatus. A group of parallel desks has been furnished since last inspection. Very suitable attention is given to needlework, both by mistress and apprentice, with evidently good effect.
257. South Lambeth, Spring Grove, Surrey Girls' . . .	Oct.	37	.	.	.	This school is managed with great assiduity and interest by a committee of ladies, and exhibits all the cleanliness and good order that might be expected from such superintendence. The instruction, too, is very much improved since last inspection. The reading is very satisfactory, both in fluency, accent, and expression; and the writing and arithmetic are

advancing favourably. General information and intelligence very fair. The present mistress has had the direction of the school for six months, and takes great interest in her work. The apprentice is discharging her duty very commendably.

Continues to be personally looked after with great assiduity by the rector, under whose active superintendence the place of the late master, dismissed nine months ago, seems to have been supplied, in various ways, with competent efficiency. The pupil-teacher has conducted himself so satisfactorily, both in the personal conduct and in intellectual progress, that he is immediately to be promoted to the vacant mastership. I had only time to examine the apprentices of this school.

Examined the apprentices only. The school continues to be carefully superintended by the rector and his wife, and is conducted by the mistress in a very creditable manner.

I visited this school to report upon the apprentices, and upon the claims of the (late) master, William Barrett Wilson, to augmentation of salary upon his certificate of merit. I found on my arrival that he had left the school last July. The managers, from circumstances which had subsequently come to their knowledge, declined certifying to their satisfaction with his moral character and conduct. He has been succeeded by a person of considerable ability and acquirement (Mr. R. A. Eyres), who seems likely to place the school upon an efficient footing. The apprentices appear to be conducting themselves very creditably.

A very pleasing rural school, conducted with industry, good principle, and intelligence; and carefully looked after by the clergyman.

The indefatigable exertions bestowed upon these schools by their benevolent supporters, the Miss Onslowes, who maintain them on a very liberal scale and at considerable expense, are seconded by the mistresses, two sisters, with very laudable industry. The appearance of everything within and without—the school, the garden, the building itself, the furniture, the dress and appearance of the children,—bespeaks the influence of female taste interlarded with an unstinted hand. The demeanour of the children is very orderly; and their instruction highly satisfactory.

Continues to be conducted with satisfactory efficiency. The pupil-teachers are reported to me as discharging their duties with very creditable industry.

The personal attention to this school by the clergyman appears to have been acted up to by the master in a very creditable and efficient manner. The behaviour of the boys is orderly; their appearance clean, intelligent, and cheerful; their attainment is in other respects advancing in a very satisfactory degree, and is suitably connected with their understanding and reflection. It is very cheering to find that the hopes which I ventured to express with reference to this school last year are realising in a way so commendable.

The recent prevalence of the scarlet fever in this town has thinned the school considerably; and has unhappily proved fatal to several of the children. The clergyman and his curate take the liveliest interest in the welfare of the school, which is conducted with diligence by a certificated mistress, and well provided with all needful apparatus. The discipline of the girls is very creditable; and their appearance clean and cheerful. Their writing and arithmetic are fair; of it to the admits of some improvement, and might perhaps be followed by a somewhat more animated application. The reflection of the children than appears to have been habitually practised; but no doubt the depressing circumstances connected with so much recent sickness have been depressing, and have placed the school at a disadvantage which I every reason to hope will be transitory.

258. West Meon, Hants.
Boys

Oct.

40

259. Girls

"

62

260. Winchester (Central)
Hants. Boys

Oct.

85

261. Girls

"

70

262. Bighton, Hants.
Mixed

Oct.

46

263. Old Alresford, Hants.
Mixed

Oct.

125

264. Lyminster, Hants.
Boys

Oct.

112

265. Lyndhurst, Hants.
Boys

Oct.

79

266. Girls

"

57

Tabulated Reports, in detail, on Schools inspected by the Rev. W. H. Brookfield—continued.

NAME of School.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	
267. West Tytherley, Hants. Boys.	1850. Oct.	26	.	.	Continues to be conducted in a good spirit by a certificated master, and with satisfactory success. Projects are under consideration by the new rector, who takes an interest in its progress, for its enlargement and increased efficiency. On this occasion I had only time to examine the pupil-teachers, having before examined the schools minutely in the course of the year. Conducted with diligence and satisfactory success.
268. Girls.	"	50	.	.	Inspected for the first time. The premises are well drained and ventilated; and the school-room light and ample. A board floor has been substituted for one of stone. The incumbent takes great interest in the schools, and frequently visits them, occasionally delivering popular lectures to the best-instructed and creditably-behaved children and their parents on interesting subjects, suited to their circumstances and capacity. Notwithstanding the zeal, however, which has been manifested for the advantage of the schools, they have had to contend with somewhat deficient pecuniary resources; and the building could entirely surmount the difficulties connected with an imperfect supply of books and apparatus. There is the strongest reason to believe that the school would be a valuable one, and that in a short time the discipline and instruction of the children will be answerable to the earnestness of their exertions. The master is married and has five children. It appears to me extremely undesirable, in many respects besides those connected with his health, that so respectable a person as he both appears and is required to be, should be no better furnished for his domestic comfort than with a small kitchen, one sitting and one bed room, each no more than 10 feet by 12 feet, and 7 feet high.
269. Stockwell, Surrey. Boys.	Oct.	118	.	.	A well-lighted airy room, divided from the boys by folding-doors, which are open on Sundays. Board floor; warmed by a stove in the centre. Conducted with industry and in a very creditable manner by the mistress, under the frequent superintendence of the rector, who is anxious for the welfare of the schools, and that they should enjoy every educational advantage. This being the case, there is every prospect of the immediate introduction of pupil-teachers, and a more competent supply of books and apparatus, and a consequent elevation of the standard of instruction to a point commensurate with the wish of the managers and the apparent intelligence of the children. There is a large infant school in the neighbourhood.
270. Girls.	"	99	.	.	This is a mixed school, in a very ample, light, well-ventilated room, recently erected with aid from the Committee of Council of Education. It is divided by folding partitions into several compartments, furnished with good parallel desks and good furniture, with plenty of books and apparatus. It has been but very recently opened, under promising auspices, the incumbent and his assistant taking an active interest in its progress, and the master, an upright and intelligent person, bearing a certificate. His wife superintends her appropriate department; and though it is too early to expect that either the organization or the instruction of the school should be in a very settled condition, there is cause for
271. Kennington, St. Barnabas, Surrey. Mixed.	Oct.	133	.	.	

able indication that this may be looked upon as a promising institution, and likely to be a valuable accession to the district, which has had no competent elementary school before.

The clergyman takes an active interest in this school, and speaks in the most commendatory terms of the mistress. The children are neat and clean. Their attainment admits of improvement.

It is very gratifying to hear continued testimony to the efficient character of this school, and the unusually assiduous interest taken in it by the Rev. W. Edwards, as well as by a very intelligent and active master under his superintendence. I had only time to examine the pupil-teachers on this occasion.

Considering the difficulties he has had to contend with, and the personal character and undoubted conscientious industry of the master, I believe their Lordships would not hesitate to award augmentation up to Midsummer 1850, with intimation that they do so in a strong hope that the discipline and attainment will more decidedly justify such a decision next year.

The mechanical arrangements here are very much improved since last inspection by the introduction of parallel desks and a better supply of books and apparatus, which the ability of the master turns to very good account. The boys are well drilled and disciplined; and the intelligence to be suitably connected with their work.

Very much improved since last inspection in discipline, acquirement, and intelligence. The mistress is a very unassuming and painstaking young person, and the daughter of a neighbouring schoolmistress. She has brought the girls in the half-year during which she has been in charge into very pleasing order, and they seem likely to do well.

I have nothing to add to my recent and very favourable report upon the excellent discipline and improving attainment of this school, which continues to be conducted in an excellent spirit by the mistress, under the constant and invaluable encouragement of the family at the rectory.

I have so recently reported favourably of these schools, that in the press of business I did not think it necessary on the present occasion to examine more than the pupil-teachers. The utmost interest is taken in the children by the rector and his family; and the schools are in a highly satisfactory and promising condition.

The unremitting personal pains bestowed upon this school by the incumbent, Mr. RYAN, have been seconded by the industry and intelligence of the mistress, and answered by the most gratifying and commendable results. It is held in the old Rectory Hall, which is no longer used for municipal purposes, is devoted gratuitously to the uses of a school. It is light and roomy, well furnished with apparatus. There is an infant school adjoining, conducted in a very creditable manner by one of the pupil-teachers, occasionally assisted by the mistress. All the children, both in the infant and the upper school, are exceedingly tidy in appearance, and are healthy, cheerful, and well behaved. Their attainments and intelligence have been cultivated in a very judicious and successful manner. The children are well supplied with books, all of which are purchased by themselves.

The enlightened interest taken in the general progress of education, and the active personal superintendence of this parochial school by the incumbent, Mr. Best, have secured to it the good order and efficiency that might be expected. The master (formerly a pupil-teacher here) exerts himself with laudable zeal and considerable ability. The discipline has moral tone, and apparent comfort of the children is very commendable; their instruction, though of varied character, has not been in any degree forced or unsuitable to their probable requirements; and their intelligence and reflection appears to have been duly cultivated. The mechanical arrangements and supplies are liberal and judicious, and from the visible progress which the school has made since last inspection, I am led to hope that the appearance of instruction in the population of the parish will yet become commensurate with the clergyman's zeal and judgment in affording it.

272. Winchester, St. Michael's, Girls'.	Oct.	29
273. Hadlow Down, Sussex, Mixed.	Mar.	120
274. Hook Common, Hants, Mixed.	Oct.	90
275. Portsea (Town School), Boys.	Aug.	180
276. Girls'.	"	50
277. Burwash, Sussex, Girls'.	Mar.	106
278. Boys'.	"	100
279. Stockbridge, Hants, Mixed.	Oct.	84
280. Abbotts Ann, Hants, Mixed.	Oct.	77

General Report, for the year 1850, by Her Majesty's Inspector of Schools, the Rev. W. J. KENNEDY, M.A., on the Schools inspected by him in the Counties of Lancaster, Westmoreland, and Cumberland; and in the Isle of Man.

Preston, 31 December 1850.

SIR,

I HAVE the honor to present my annual General Report for the year ending December 1850.

My district during the past year has embraced Lancashire, Westmoreland, Cumberland, and the Isle of Man.

Tables containing the main statistical facts respecting each school inspected, will be found subjoined to my present General Report. In my last Reports, I took the opportunity of explaining the exact sense in which I understood the various terms "organisation," "methods," "discipline," &c., used in those tables. I also explained the various limitations which I wished to be attached to any terms either of praise or censure I might employ. It will not be necessary for me, therefore, to repeat those explanations in my present, or any future Report.

It might perhaps appear most consonant with an Inspector's duty to state barely the statistics which he is directed to record, and in any additional remarks he may have to offer to refer merely to any important facts or principles which seem to be deducible from the records contained in the statistical tables. But as those tables, which I have filled up under my Lords' directions, are perhaps not exactly adapted of themselves alone to bring out any important evidence of the general state of popular education, inasmuch as the subjects of the tables are chiefly scholastic and very limited in their nature, and are confined to one portion of schools in one district only, I trust my Lords will grant me indulgence if I appear at all discursive in my remarks. Moreover, in the present unsettled state of the education question (for I presume I may call it unsettled), and while so much is going on which is only tentative and experimental, it may perhaps not be out of place or undesirable for H. M. Inspectors of Schools to state candidly and freely to the Committee of Council on Education the impressions which are left on their minds from the immense variety of details which come under their cognizance.

I cannot but think, too, that though the Inspectors' Reports are strictly speaking documents containing records of facts obtained for the Committee of Council on Education, and for Parliament, yet that, for the present at least, they are in truth chiefly valuable

as a means of infusing interest into and informing the public mind on the subject of popular education. In particular, I know them to be especially useful as channels of communication with School Teachers. My last Report has brought me at least fifty letters from School Teachers, some of which contained valuable suggestions from sensible and experienced persons. Moreover, with all my other work, I could not keep up the correspondence in which I find myself involved on educational topics of various kinds, in my district, unless I were able to dispose of many of the questions proposed to me by briefly saying that I would notice the point in my next General Report. And here I desire respectfully to suggest that my Lords would be conferring a boon on many persons, especially on School Teachers and the apprentices, if they would have copies of the Reports of each Inspector done up singly as well as in thick volumes, in order that they might be distributed freely, each in its own district, at a comparatively small expense. Many persons, also, would purchase a single Report containing information of local interest who would never purchase two thick volumes in order to obtain that same information. Moreover, I think that this separate form of publication is the only way of getting the Inspectors' Reports read at all by the mass of persons; as I believe it is the nature of a very large majority of people to be willing and able to read a work, in the shape of a small portable pamphlet, which they would not think of perusing if presented to them in the form of a clumsy and formidable volume.

The point which naturally suggests itself as first deserving of notice in my report is *the amount of progress* observable during my last tour of inspection. I regret that I cannot on the whole speak in decided terms of much apparent progress in any department of the actual work of education. In many schools, indeed, I have marked with pleasure an improvement in the numbers and the attainments of the scholars: but again in other schools I have to record a falling off in both those respects. In Lancashire, the most wealthy part of my district, little or no apparent advance has been made during the past year. There is an immense and increasing demand for good masters and mistresses, but no new training-school has arisen or even been set on foot. Population is on the increase, but few schools have been built. Adequate residences for the teachers are rare. And I think I may add that subscriptions for the annual support of schools are by no means keeping pace with the requirements of the schools. But if, from all that has come under my observation during the past year, I cannot speak with entire satisfaction of the actual progress of schools, I am happy to add that in all parts of my district I have found the higher classes at least beginning to understand better the education question, and to take a warmer interest

in it. Men's minds seem more prepared than I ever remember before, nay, even anxious, for some great development of the present meagre and tantalising state of popular education. It is felt that very much effort is made for a small result. The clergy make great sacrifices of money and time, and what is more, enact the harassing and humiliating part of "mendicant friars," (to use the expression of the vicar of a large parish in Lancashire,) in order to keep schools alive; and the higher and middle classes are annoyed by constant demands upon their purse in aid of schools about whose efficiency and permanency they entertain doubts. In short, school managers and other promoters of education begin to feel that theirs is a *strenua inertia*: much work and little result. They regard the present system as a stop-gap. All this has, I think, led in some places to a temporary lull in the active promotion of the present machinery of education; while men's eyes are cast about to discover a system of maintaining schools which shall be at once efficient and sound, vigorous and permanent. Everything seems to point to a Rate for education.

This want of adequate and constant funds for the annual maintenance of schools, which I have just referred to, is at the bottom of nearly all the defects observable in schools. Want of proper funds leads to the appointment of inefficient teachers—to scanty supplies of books and apparatus—to dirty, repulsive, and unhealthy rooms—and to a scale of fees higher than it ought to be. In several schools in important situations a want of funds has caused the experiment to be tried of combining a kind of middle school with the national school; and in every case under my observation, the experiment has failed, or in other words, the "middle" boys have been cared for, and the "national" boys comparatively neglected.

Having thus touched upon the general defects of schools, arising from want of funds, I may in this place introduce a brief notice of some of the special defects in the instruction, organisation and discipline of schools, which I think I have remarked, and which I believe I did not mention in my last Report.

The junior classes in a majority of schools do not receive *due* attention. They are kept much too long in learning to read. In the last Report of the Rev. J. Clay, the excellent Chaplain of the Preston House of Correction, one of the confessions of a very intelligent female prisoner contains these words, "Although I was at school three years, I never learnt to read." And such cases are only too common. I do not think the fault lies in the system on which reading is taught, but rather in the want of proper care and zeal in teaching the youngest children: and

I certainly cannot recommend the "phonetic" system* of teaching to read which is now being tried rather too extensively in Lancashire, and which appears to me to owe any success it may have met with to the great personal zeal and ability of its inventors rather than to its intrinsic merits. Almost any system, if taught zealously, laboriously, and cleverly, will succeed.

In order to teach very young children to read, I would call the attention of masters and mistresses and pupil teachers to the importance of making themselves intimately acquainted with all the elementary sounds in our language. Without such knowledge they will be unable to perceive, understand, and remove the great and inevitable difficulties which beset young children in this important study. The second part of Latham's Grammar, from page 11 to page 43, contains perhaps the best information about the elementary sounds.

The very common fault of a sing-song style of reading may often be remedied in great measure by causing the children to read familiar dialogues, in which they will insensibly be led to speak in their natural tone.

I have found it the uniform practice at the reading lesson for the scholars to commence reading directly after the books were given out to them. I incline to think it would often be better to let them go over their reading lesson once silently to themselves before commencing to read aloud; besides fostering the useful habit of private reading, it would enable them better to master and retain the matter of their reading lesson and to answer any questions on it which their teacher might put to them.

I would take this opportunity of observing that, in the first class, I think it will be found advisable to put some continuous work into the hands of the scholars for their reading lesson, such as a History of England, rather than the higher books of a series of Reading Lessons, which contain chapters on miscellaneous subjects merely. However well selected these chapters may be, they are too desultory: and the mind of a child of thirteen or fourteen years should be accustomed to the labour of finishing a continuous subject extending through one or more volumes.

I cannot quit the subject of reading without recording the fact, that the grants of books which my Lords have made during the last few years have been of very great service. Indeed I should say that the supply of books, especially of good reading books, thus introduced into schools, is not second in importance to any recent improvement.

Upon the whole, *writing* gets itself learnt very fairly throughout my district. There are defects however in connexion with the mode in which it is taught in school. In many schools an extra fee is required from the parents of those who learn to write,

* This must not be confounded with what is called the "phonic" system.

in addition to the charge to which the parent is put by the expense of the copy-book. This is the uniform practice throughout one large town in Lancashire, and is very unadvisable in schools for the poor. The consequence is that some poor children never learn to write on paper at all. In connexion with this I desire to notice another inexpedient practice, viz., of allowing the master to make a profit by the sale of copy-books. The best plan is for the school-managers to provide copy-books gratuitously, and to allow the master to supply them to the scholars at his discretion. Here, again, want of funds is pleaded, as the reason why this is not done.

I am not afraid however of the neglect of writing in Lancashire, for the demand for bookkeepers in that county is so great as to make both parents and children alive to the value of writing well. Schoolmasters, too, would do well to remember that the parents appreciate a school chiefly by the way in which their children write. Writing is almost the only thing the parents can judge of; and I have never seen an empty school where this branch of learning was duly attended to. I think children should be put to write in copy-books earlier than they are: they should be supplied with copy-books having outline letters; and having filled up one or at the most two such books, they should have plain ruled books, as too much assistance deadens exertion and the power of imitation. It might perhaps be advantageous to a school if copy-books had on their covers the name of the school, with information about the managers, the master, the fees, and other school regulations.

Drawing may be said to be neglected. I am anxious, however, to call attention to the importance of drawing in this manufacturing district. I am convinced that this art, so important in its bearing upon manufactures, might be much more taught in schools than it is; and what is taught in the national school should be preparatory to the course of instruction in the schools of design. It is true that there is at present only one school of design in Lancashire — that in Manchester; but surely the manufacturers who at present have to pay so much money to foreigners, directly or indirectly, for designs, must see the importance of establishing and encouraging schools of design elsewhere, especially in such towns as Bolton, Preston, Bury, &c. Some of the manufacturers say that this matter only concerns those who have print-works: but surely this is a short-sighted and false view of the case. A useful set of copies or lessons on the delineation of form, with a manual for the use of the teacher, has been edited by the Rev. C. Richson, and is sold at the National Society's Depository in London.

On the whole, *arithmetic* is very fairly taught in my district, and the children seem naturally apt in learning it. But I have found that in several schools the oral teaching of arithmetic, with the help of the black board, is neglected: the boys are set down

at their desks, each one with his own Manual of Arithmetic, and are left to work such rules and examples as they can. Then the master comes after a time, and looks over what the boys have on their slates, and takes for granted that each boy has done what he finds there. This is a careless and slovenly way of proceeding, and accounts in some measure for the ignorance which many masters seem to labour under of the real proficiency of their scholars. Before examining a class in arithmetic, I commonly ask the master what rules they can work: the answer sometimes is "Oh, anything; decimals, interest, mensuration, &c.;" and in most such cases I have found the boys unable to work with accuracy sums in simple subtraction and division. Indeed, the chief noticeable defect, perhaps, is that the groundwork of arithmetic is neglected from a desire to push the children on prematurely into the higher rules. Many teachers will recognise, I think, the truth of what I now say. I incline to think that fractions should be taught sooner than they generally are. They ought, perhaps, to precede practice and proportion, instead of following those rules.

I have again to complain that *grammar* is in most schools sadly neglected; and yet no study is in my opinion of greater importance to boys. The study of grammar and etymology gives the boys a mastery over language, and a facility and an interest in reading, which no other study does; while at the same time its study, when properly conducted, affords the finest exercise for the intellect. This is not the place to enter into a disquisition on the value of grammar as a study; but I may observe that when a boy has once been brought to take an interest in grammar and language he becomes a *reader*, and then the work of the national school is accomplished. For it is not so much facts or technical knowledge of any kind which you want to teach the national schoolboy, who leaves school at eleven or twelve years of age, as to give him the ability to read with ease, an interest in reading, and a power to acquire knowledge. And, in fact, the very best test of a school, where there is a lending library, is whether the boys make use of the library and read at home. How mistaken a notion is it to regard the national school chiefly as a place where a boy has to learn the facts necessary to his future trade or occupation, or "*useful knowledge*" (as it is styled) of any kind. The great end of the school is rather to elevate and humanise the boy's whole nature: it is rather to enable him to employ his leisure hours than his business hours, though his business work, too, is sure to gain by the elevation and refinement of his nature. I have no wish to disparage the study of arithmetic. I regard arithmetic also as a *sine quâ non* in a school. But if I were obliged to choose which of the two studies, arithmetic, namely, and grammar, a boy should learn in a national school, I should decide in favour of grammar. This latter study, far more than arithmetic, "*Emollit mores nec sinit esse feros.*" Moreover, I feel sure that the boy who had been

well taught in grammar and in language—the vehicle of thought—would afterwards master arithmetic and many other things for himself : but I should not be so hopeful about the boy who knew arithmetic merely. I inspect one small endowed school in which arithmetic and mathematics are the principal study—the one thing required by the terms of the endowment—and grammar is comparatively neglected : and in no school, perhaps, have I met with boys who promise to turn out less cultivated and reading men. A boy in the first class of this school, in his sixteenth year, who had obtained a very fair knowledge of arithmetic, and was even learning algebra, Euclid, and trigonometry, wrote for me the following account of the life of St. Paul :—“ Paul was one of the beloved Appostles of Christ which sailed on a ship with the rest of the Appostles, and as he cast his net it came on a great storm, and the Appostles thought that the should have been perished, when Jesus came walking on the sea and said unto ——” Could a youth who had studied grammar and language have been so ignorant, so unthinking, so illiterate?

Geography is found to be a subject of interest ; it is taught, I think, in every school, and a fair knowledge of it is easily acquired. In one or two schools I have seen a good county map, and the younger children are taught to find the towns and villages in it, and to reckon the distances from place to place. This seems to interest them, and perhaps leads them on to understand early the nature of maps. Speaking of the nature of maps induces me to observe that perhaps more information might be given to the first class about the projection of maps than is ordinarily done.

I strongly recommend school managers and teachers to let the maps hang down open on the walls during every school day. Children pick up much from the sight of the open maps, especially from those whose outlines are strongly defined and which have the names written in large bold characters. Many children stay in school between twelve and two o'clock, and where the maps lie open on the walls it is not an unusual thing for them to amuse themselves during that period by finding places on the maps. In far too many schools the maps remain in cases, or rolled up, in order to preserve them from dirt and injury. Economy is the reason of this ; and I most heartily wish that such strict economy were not necessary.

There is a plan connected with the teaching of every branch of knowledge, especially with every dry or difficult branch, which I should certainly pursue if I were a national schoolmaster, and which I think is worthy of consideration. It is this : I should occasionally devote an entire week to the pursuit of one subject, abandoning all other subjects for the time, except perhaps the more mechanical ones of writing and drawing. I believe it to be a common case that a boy's attention is so distracted by going from one subject to another, and that he acquires

so little interest in and so forgets the subjects which he only studies once or twice a week, that he never gets a start in the subject-matter (so to speak), and never possesses that degree of mastery over it which makes him take to the study and pursue it with some degree of facility and pleasure. In the study of grammar, for instance, instead of merely giving boys a lesson in it for half an hour twice a week (and I rarely find even so much done as this), I would now and then stick to it for a whole week uninterruptedly. I would not give the boys time to forget one lesson in the subject before I gave them another in it. I would chain down their attention to it. I would infuse into them that excitement and that warmth on the subject which a continuous series of lessons on it would be almost certain to produce in their young and impressible minds. I would keep the subject working and fermenting in their minds for a period. I would not relax the study until they felt some power over it, and that interest in it which is the necessary consequence of such power in almost every mind. I am certain that many a boy leaves school knowing nothing well from the mere frittering away of his energies and his interest in desultory, various, and mechanical lessons.

I speak diffidently on the subject of the *sempstress department* in girls' schools, both because I am not an adequate judge in such matters, and because I have not full opportunity of knowing what is really and honestly done by the girls themselves in the schools I inspect. My impression, however, is that this department is for the most part very indifferently attended to. The girls seem to knit well, but plain sewing seems very moderately executed, and cutting out patterns appears almost wholly unpractised. This branch of girls' education, however, is very important for those who are to be servants and poor men's wives, and I wish ladies' committees would look after it earnestly and vigilantly. I desire again to record the opinion which I expressed last year, namely, that every county should have an establishment for the reception of girls who are about to leave the national school, and that girls should stay in it from 13 or 14 years of age to 17 or 18 for the purpose of being instructed and exercised in all kinds of industrial work.

Amongst the various minor expedients for the improvement of children by a national school, I find the concurrent testimony of the most able teachers bearing out the fact that daily *home tasks*, to be prepared by the scholars in the evening, is not the least valuable plan for promoting their moral and intellectual culture.

I greatly wish I could see more thought and care bestowed on the *physical development* of children, in Lancashire especially. The Lancashire race of men used, I believe, to be well made and muscular, but the specimens in the schools are, I regret to say, on the whole the reverse: they form a very striking contrast to the boys I found in the Cumberland schools. In the training-schools, students should be impressed with the importance of this

matter; they should acquire the best information on the subject, and practise the drilling of children every day. If boys could learn military evolutions, so much the better. I wish a good public gymnasium were attached to each of the large towns in this county.

The *organization* of schools I consider still to be very imperfect. In many a case the boys throughout the school, and the subjects of each class, are too much in a jumble (so to speak). There is generally a want of exact discrimination. I must again complain of the unnecessary trouble and confusion arising from changing the class of a boy according to the lesson he is about to have. In my opinion, each class should have a fixed curriculum, and a boy should know exactly what would raise him to an upper class, and feel it an object of fair ambition to raise himself to that class. Indeed, I should wish to see a periodical examination of schools, conducted by the managers and the master, for a re-arrangement of the boys in each class according to merit, with rewards to those boys who distinguish themselves.

The sub-inspectors whom I recommended in my last Report might be of great use in such examinations. Indeed, the machinery of education in this country will not, in my judgment, be complete until such a class of sub-inspectors, having the duties of examining and organizing schools, be established. One sub-inspector or organizing master might be attached to each training-school, whose duty it would be to make rounds of visits to schools within a certain distance, especially to those in which teachers from his training-school were placed. This would be a great help to young teachers in particular; for I think I have observed several young teachers greatly at a loss and much disheartened when first beginning the real work of school-keeping. Some, too, have failed in their first school, and even left the profession in consequence, where a little friendly guidance was all that they wanted. And while the duties of such an office would act beneficially on schools and young schoolmasters and mistresses, they would re-act beneficially on the training schools themselves. For the sub-inspector or organizing master would see where the system of the training-school was at fault, and would also become intimately acquainted with all the points which it was of most importance to impress upon the students with a view to their future success.

Another defect in organization which I have to notice refers, not to any one school, but to the aggregate of schools; I mean a want of uniformity. This, too, the organizing master would help to remedy. I know that a certain amount of diversity in methods, books, and general organization may be beneficial. I do not wish to see every national school conducted on one uniform cut-and-dried pattern. But at present we have little else but diversity in almost every point; and a teacher going from one school to another is

often much at a loss on his own account, and for a time confuses his scholars also. Much more uniformity is desirable. The very holidays seem to take place at various seasons. So distracted, indeed, are all the elements of popular education—and, if I am not travelling too far out of my sphere, I would add, so distracted are they in all departments of education, from national schools to the great public schools, and from training-schools to the universities—that I feel as if, nothing thoroughly systematic and effective, nothing worthy of the sums expended and worthy of this great nation, would be accomplished, till the whole business of education be methodically organized and adjusted under the responsible care of a Minister and Board of Public Instruction. At present there is an immense waste of force. The energy which is exerted, the money which is expended, is almost like the work of the Danaides or of Ixion; so wasted is it all, or so counteracted.

During the past year I have examined about 1,000 *pupil teachers* and candidates, male and female, of whom about 500 are apprenticed. I have not an exact list; but this statement is, I think, under the mark rather than over it.

I have pleasure in speaking in favourable terms of the apprenticeship system, as far as my experience extends. The apprenticed pupil teachers seem in very many cases likely to become valuable masters and mistresses, and they are already of great use in schools, being far more efficient than the unapprenticed and unpaid monitors whom they have superseded.

The acquirements of the pupil teachers in my district have been, I think, decidedly satisfactory; more so on the whole than I had ventured to anticipate. Consequently the cases in which apprentices have failed to obtain the stipend conditionally paid them by the Committee of Council have been very rare. In Lancashire, for instance; out of about 400 apprentices I do not think that more than half a dozen at most have altogether failed in their examination. Many apprentices, however, have been lost to schools. Several have died; some have had the indentures cancelled because the parents got good situations for them as book-keepers or as clerks; and several have been removed by the managers for moral disqualifications.

The subject of examination, in which the apprentices have shown least efficiency, is that of “heads” and “notes of a lesson.” I trust that masters and mistresses will turn their own attention, and that of their apprentices, to this branch of the examination. The power to digest a subject, to arrange it logically in the mind, and afterwards to bring it out and state it lucidly and tersely, is peculiarly important to an instructor.

Not unconnected with the failure to write good “notes of a

lesson" is the other main defect which I have found in the apprentices, namely, insufficient skill in teaching a class. I know by experience of schools in London and elsewhere that boys of the age and acquirements of the apprentices may be trained to greater proficiency as teachers than they are at present in the North Western District. I do not consider that there is any natural want of capabilities in the boys of this district; quite the contrary. They are, indeed, for the most part rather more uncouth and ungainly in manner than youths in the South of England, and they do not, as I said before, receive sufficient bodily drill. But they possess naturally many of the elements of a good teacher. They are able, and are a particularly clear-headed, cool, and self-possessed race. The blame of the defect now in question rests, I think, principally with the masters and mistresses, who either cannot, or do not, adequately cultivate the art of teaching in their apprentices. Perhaps it would be well if much more stress were laid and more time expended on seeing the apprentices give lessons both to a single class and to classes grouped together. It might be well at times to set the apprentice to give a formal lesson to a class while the master, the other apprentices, and the remainder of the school, looked on in silence, and then for the master and the other apprentices to criticise the lesson afterwards in private. By exercise of this kind the apprentices would be led to think more of the importance of the art of teaching, to get rid of many faults, and to study more all the means of acquiring the art. At the same time, I think it must be admitted that teaching cannot as yet be strictly called an art,—that there are no precise steps by which it is to be learnt,—and that no one plan or style of teaching can claim particular pre-eminence. After all, teaching, perhaps, like a good seat on horseback, is best acquired for oneself by practice, after one's own natural and peculiar method.

I desire to call attention to the fact that the apprentices in infant schools have not adequate opportunities of teaching classes, because the infant children are not old enough or advanced enough to yield them proper scope for practice. Accordingly, whenever a juvenile school is at hand, I recommend that the apprentices of the infant school should at times be sent into that school to practise teaching.

In connexion with the subject of pupil teachers I wish to mention that it appears to me very desirable, especially now that they are competing for Queen's Scholarships, that they should all (both male and female) possess full and accurate information relative to all the training schools of the country, so as to be able to judge which training school they would like to enter. One of the simplest and easiest modes by which this information could be conveyed to them would be by a School Almanac, published yearly, and containing the requisite information about all the training institutions. Much other useful knowledge on points connected

with popular education might be contained in the same sheet. By such an instrument the necessary information from year to year would become familiar to all apprentices and teachers.

The *masters and mistresses* in most of the schools which I have visited are highly meritorious, and it is impossible for the inspector not to feel the deepest sympathy with them in their trials and difficulties. They labour under great disadvantages of many kinds. Their work, when conscientiously discharged, is anxious and fatiguing, and, in my opinion, they are decidedly underpaid. I think that in most cases the lowest stipend of a master should be 100*l.*, and of a mistress 60*l.* per annum. Moreover, the uncertain attendance of children, and the short average period of stay of each child, are very discouraging, because the teachers do not see much fruit, if any, from their labours. Then, too, in many cases they find little appreciation and little sympathy in their work from any one, except where the clergyman happens to take much interest in the school. They complain, too, of want of society, especially those teachers who come from the best training schools. It may be advantageous for a master ever to bear in mind that it would be better for him to look up for intercourse, and not down to those who are below him in education.

The anxieties, difficulties, and discouragements they meet with cause most masters and mistresses to be restless in their situations. I rarely find a case where the master or mistress is contented, though in leaving their situations they merely quit the ills they know, "to fly to others that they know not of."

This constant migration of teachers I regard as a great evil, for the change of a teacher is almost always, for some time at least, an injury to a school. The evil will not perhaps be remedied till there is some more central supervision and authority over all our schools for the poor, which would be able to allot teachers to schools more according to their capacities and merits, to make the remuneration of teachers more equal and fair, and to limit in some measure the power either of a teacher to leave a school or of local managers to dismiss him. That teachers would hail some such authority, to which they could at all times look up for sympathy and protection, I am confident. Their position ought to be in some degree less dependent than it is upon the justice or the caprice of the acting school manager or managers. Many cases of hardship occur. I once knew an instance of a master being sacrificed, contrary to the secret wish of the managers, to satisfy the whim of a subscriber of 10*l.* per annum, who threatened to withdraw his subscription. Here, again, was evidence of the value of a rate for education. The too dependent position of a schoolmaster deters many a valuable man from entering the profession. Moreover, the lower classes will never duly appreciate

education so long as the educator gets less remuneration than a butler, and is liable to be discharged at the caprice of an individual. But the best indirect measure for insuring a good supply of schoolmasters, is, probably, the institution of some prizes for the most deserving men in the profession. At present there are no such prizes for them, as far as I know. Some masters, indeed, have found the prize of a good station and a tolerably comfortable income; but it has been through the channel of obtaining holy orders (as in the case of the present chaplain of the Warrington Training School, who was trained at St. Mark's College), or through musical accomplishments. The schoolmaster, *quâ* schoolmaster, has no prize to stimulate and encourage him. I hope, however, the time will come when honourable appointments, in the line of the inspection and organisation of schools, will be open to the most deserving.

One thing I most heartily wish the Committee of Council would at once take measures for promoting under their own auspices, namely, the yearly district *meetings of teachers* during the summer holidays, for mutual improvement, and for receiving instruction and information. I cannot but think that if my Lords would provide competent persons to conduct such meetings and contribute to the expense of the journeys in the several districts, the cause of education would be greatly benefited.

The chief complaint about masters and mistresses which I have to make is, that they are not for the most part highly educated—not educated up to that point which leads them to be ever improving themselves. Hence their minds stagnate; a thing fatal in a teacher of youth. Now this is the very defect which such meetings would help to remedy. Mind would come in collision with mind, and the rust would be removed. Fresh ideas, and fresh ardour would be imbibed. Teachers would learn all the latest improvements in books, apparatus, methods, organisation, &c.

I must repeat my earnest wish that teachers were, as a body, more highly educated and nurtured, in order to meet the peculiarly important and awful duties and responsibilities of their profession: For instance, how often in schools for the poor, must there be boys of genius; and it frequently requires more than ordinary culture to discern genius under the various, and sometimes curious and puzzling shapes which it assumes. This very year (1851) the Second Wrangler at Cambridge, and I believe the best mathematician of his year, was the son of a poor widow, and was in a national school. Happily he fell into the hands of the best national schoolmaster in England, who discerned his genius, and who (as generous as he was wise) sent him to Cambridge at his own expense. Of course it is seldom that the schoolmaster can himself do anything of this kind for the temporal advancement of a boy, but he could at all times encourage high

merit, if he discerned it, and could point it out to those who might have it in their power to foster and develope it. And I am confident, that many lads of genius remain wholly unappreciated, or are even misunderstood, snubbed, and lastingly injured, owing to want of insight in the master; and thus many a youth who might do great things for himself and others is thrown away, by being pressed back into the herd of manual labourers; even if nothing worse befall society, through the slighting and misplacing of ability.

The direct remedy for the want of more and more highly educated masters is the establishment of more, and better *training institutions*—institutions with a principal, vice-principal, and assistant masters, like those at Kneller Hall. In my own district, one training school for masters and one for mistresses are much wanted. The local training schools, situated in the diocese of Chester, are not nearly adequate to the supply of teachers for the North Western part of England and the Isle of Man, even with the help of the training schools in London and Cheltenham, which allow their students to take charge of schools in any part of England.

A good *model school*, too, for boys, and another for girls, in some central part of Lancashire, would be of advantage. The most effective schools, out of those I have visited at present in Lancashire, are the parish church school at Rochdale; the boys' school attached to the Rev. Robert Master's church at Burnley; the boys' school, managed by the Rev. Canon Slade and others, in the district of Trinity Church, Bolton; the boys' school in Great George Street, Salford; and Lord Ellesmere's boys' school at Worsley. These are all large and important schools. I do not call to mind one girls' school which I can speak of in the same terms as of these boys' schools. There is, however, a girls' school in the parish of Whittington which gave me much pleasure. I do not think I have visited a school which seemed to be so imbued with a religious tone, unaffected, yet strong. I could not help saying to myself, "Certainly no school, from which definite religious belief and definite prayers are banished, could ever affect one so much, or exhibit such a pleasing sight; at least could not exhibit this earnest, reverential, child-like, devout phase of excellence."

I have endeavoured in every case, as far as time would allow, to ascertain the amount of *religious knowledge* among the children of the schools in my district. I cannot speak in high terms of the average proficiency in this subject. I incline to think that the rural schools are generally superior in this point to the town

schools. I do not think that there is much attempt made in the week-day school at imparting a knowledge of the Catechism and the Liturgy, or even of the history and leading doctrines of Scripture; this is chiefly expected to be done in the Sunday school. Some account, therefore, of the Sunday schools, though they are not themselves subjects for inspection, seems almost necessary in a report on the religious education of this district; indeed, the Sunday school materially affects the week-day school in several ways.

The *Sunday schools* of Lancashire are remarkable. I believe that in no other county, not even in Yorkshire, are they so numerously attended, or inspire so much interest. Nearly every church, in a town at least, has its contingent of Sunday scholars, numbering from about 500 to 1,000 young persons of both sexes. This is the principal arena on which the clergy meet their poorer parishioners; and a useful arena it is, in spite of its short comings and defects. These schools are doing the work of, and, therefore, superseding, the old plan of catechising in Church in an afternoon. And I believe that such religious knowledge, as is to be found among the Lancashire poor, is mainly imparted in these schools. They commonly open and conclude with prayer; and when one school-room is over another it is customary in this county for the upper room to have a large trap-door opening into the lower room, in order that the persons in both rooms may join together in their devotions. The actual work that is done in the Sunday schools is sometimes judicious; at other times it consists too much perhaps of repetition by rote of a hymn, or a collect, or the catechism, or of reading, without explanation, some little-understood Epistle of St. Paul.

The grand difficulty is, I believe, to get really competent and judicious teachers. There is much zeal in them, but very often without adequate knowledge. Some curious statistical information about the number of prisoners who have been scholars in Sunday schools has been collected by a circular to the gaol chaplains. From this it would appear that 63 per cent. of the prisoners had attended Sunday schools, and 50 per cent. for not less than three years. A circular to the matrons of penitentiaries elicited the fact that 75 per cent. of the inmates had been scholars of Sunday schools.* I am not sure that these facts, if correct, prove anything against Sunday schools. A majority of the population (at least in Lancashire) attend Sunday schools during some portion of their life, and if they commit crime it is in spite of the Sunday school, not by reason of it. Moreover, it must be remembered that these schools are necessarily places for giving religious knowledge, much more than for imparting moral training: the training must ever, I think, be the work of the week-day school

* *Voices from Prisons and Penitentiaries.* Published by J. Cassel, 335, Strand.

and of the home. And it is training—the formation of good habits,—which is the great preventative of crime; no mere knowledge, however important, is sufficient without such habits.

It would be a great help, I think, to the religious training of the young Sunday scholars, if the morning service were shorter than it is. These young children come to the school at 9 o'clock A.M.; they spend an hour in religious reading or repetition of lessons, and they are then marshalled for church, where they remain two hours more. I know that much weariness and disgust result from this excessive constraint. Indeed, nothing can exceed the strength of the terms employed by the excellent and intelligent incumbent of an important parish in deploring to me the repugnance of very many of the boys at being led from the Sunday-school to church. He said that the teachers had to act like police in charge of prisoners, so anxious were the children to escape. The result cannot be wholesome. In connexion with this subject, I beg leave to quote a passage from one of the Reports* of the Rev. J. Clay, Chaplain of the Preston House of Correction. Mr. Clay writes as follows: “When I see the attention and interest given by *prisoners* to a *short* daily service, I feel assured that many an operative and labourer, who now habitually desecrates the Sabbath, would gladly attend a Sunday service, were its duration shortened, and the time convenient.” Mr. Clay adds more to the same effect, and I quite agree with what he says, and am convinced that the suggestion, if acted upon, would tend very materially to improve the religious training and education* both of adults and children. It will be very mischievous if we blind our eyes to the patent fact that our Sunday services are too long for children, and for poor men worn out with the toil of the week. The service should be a reality and a pleasure, instead of becoming (as it does to the child and the poor man) a weariness and a wandering.

I may take this opportunity of saying, that the clergy take more interest, and do more in all departments of education, than any other body; I can bear them witness that, in almost every case, they give to the full extent of their means; yea, and beyond their means. Still, it would perhaps be well sometimes, if they brought to this work more skilled labour. It has often struck me that church education might be benefited, if the Bishops would make the subject of elementary education a department of the examinations for holy orders. Questions on the statistics of popular education, on the best plans of organizing schools, and on the best books and methods for conveying religious instruction and moral training, and on other similar topics, can hardly be considered foreign to the subject of pastoral care, which already forms a subject in the examination for priest's orders. Such a requirement

* Report for 1847.

on the part of the Bishops would induce not only a more careful study of the subject, but a warmer and more active interest in it.

Church accommodation for the children of national schools is in many places very inadequate, even in this district, where for so many years church building was wisely and liberally promoted by the then Bishop of Chester, now Archbishop of Canterbury. There is no Diocesan Church Building Society as yet in operation in the new diocese of Manchester; though I have no doubt that the Bishop of Manchester, whose zeal as an educationist is well known, will not overlook the importance of the point now referred to.

There are some peculiar *hindrances* to education connected with the employments in this district which I think might be remedied. The children, whom I think more ignorant and more dull than any others, are those from print-works, called "tearers." On account of the alleged uncertainty of the employment in print-works—from its being said that hands are pressingly required at times, and at other times are not wanted—the children under 13 engaged in those works are exempted from the half-time system, and are only required by law to attend at school for any 150 hours in every six months. Consequently the attendance is entirely irregular, and I find the "tearers" a wholly ignorant and stolid class of children. There is not a schoolmaster in the district, I believe, who will not confirm this statement. Now, my observation on the progress of all children leads me to lay the greatest stress on the *regularity* of their lessons. If these lessons are intermitted for a time, they forget everything; while ever so short a lesson, if recurring daily, without time for its being obliterated from the memory, tells effectually on the child. Hence the half-time system undoubtedly works well as far as it goes; it enforces regular attendance for a short period every day. Now, if the uncertain and fluctuating nature of the tearer's work renders it commercially necessary to forego this regular periodical attendance of the child at school, would it not be possible to require that a child, before being employed as a tearer, should possess a certain definite amount of knowledge, to be certified by the Inspector of Schools or of Factories? The present remarkable degradation of this class of children induces me to press this subject on the attention of the Committee of Council with some anxiety. It often happens that I go into a school and find a body of dull, vacant-looking children (often of large animal growth) at the bottom of the school, from whom I find myself unable to extract a particle of knowledge; then the master comes up, to my relief, and, in order to exculpate himself, with the apology that "they are only tearers, of whom he can make nothing." All this is very deplorable.

An educational evil, which may possibly spread extensively, was incidentally created during last session, by not including children

in the Amendment Act of 1850, which limited the labour of "young persons" and "women" in factories to 6 o'clock in the evening. One consequence of this otherwise excellent and satisfactory Act has been, that children under 13 years are kept to work after 6 o'clock, and as late as half-past 8, with the adult males, to the great detriment, physically and morally, of the children. I see by a Parliamentary Return that, on the 15th of July 1850, there were 3,742 children so worked, in 257 factories; and R. J. Saunders, Esq., one of the Inspectors of Factories, observes: "The apprehended ill effect of the amending Act on the attendance of children at school has in a great measure proved correct."* The simple remedy, of course, is to bring "children" under the same regulation as to hours of work as "women" and "young persons" are under.†

The Factory Act of 1844, compelling children under 13 who labour in factories to attend school for half the day, works well, inasmuch as it insures some education to the children. It is evident, however, that the education they can get before 13 is exceedingly meagre, and insufficient. Could not, then, their attendance at a school, when they become "young persons," from 13 to 18 years of age, be rendered compulsory also? I think it might, and that it ought to be done. Those who work in factories from 13 to 18 years of age ought to be required to attend evening schools for three nights in the week at least. Until this step be taken, education in Lancashire will be almost wholly illusory.

In connexion with the foregoing remark, I should be glad to call the attention of the Legislature, the Committee of Council, and all philanthropists, to the value—indeed, I may say, the necessity—of *evening schools* in factory districts. It is not going too far to say, that elementary education will never be worth much in these districts until a wise and effective system of evening schools for young persons be organized in them. The masters of these schools should be superior to the ordinary masters of national schools, and they might be employed in the morning as sub-inspectors or organizing masters. The evening school should be open six days in the week; from Monday to Friday, from 7 to 9; and on Saturday, from 6 till 9. What is mainly wanted for the successful establishment of such schools is, adequate funds, working managers, and some central supervision.

But I cannot omit noticing that, besides funds, managers, and supervision, another thing is wanting to the complete success of

* Reports of Inspectors of Factories for the half-year ending 31st of October, 1850.

† The allowing children to work till half-past eight, introduces another relay, another set of children. It has often struck me that all relays of children are bad, inasmuch as more persons are thus being brought up to mill labour than will find employment in mills as adults.

evening schools, and of elementary schools also. I mean, the appreciation of education, by the poor themselves. I referred in my last Report to some of the causes which render them indifferent to education in these factory districts. I desire now respectfully to suggest one or two remedies for this fatal indifference. I do not see why some direct fine should not attach to those who do not send their children to school, as is the case in Prussia. But, if this direct remedy be inadequate, or absolutely incompatible with the genius of our people and our institutions, it seems only the more necessary to devise some indirect means of meeting the difficulty. One indirect stimulus to the poor to send their children to school I have already noticed, namely, public examinations, to be held yearly, or half-yearly, with fitting rewards to the best boys, and to the schools which have trained them. Another incitement would be, to render a certain amount of knowledge an indispensable qualification for apprenticeship to any trade, or for certain kinds of employment. But for my own part, considering the decidedly political turn of mind habitual to the English people, I cannot but think that some political privilege attaching to a certain amount of education would be the most powerful indirect stimulus of any that could be devised. To secure a vote, for instance, in the election of a member of Parliament, would, I believe, stimulate thousands to come up to a certain standard of education, while at the very same time, and by the same means, they would be qualifying themselves for the exercise of such vote. It would be a step in this direction (and a very safe one), if the Legislature would at once admit all certificated masters, and all pupil-teachers, who have successfully completed their apprenticeship, and are 21 years of age, to the privilege of being electors. I cannot conceive measures more calculated to take away the reproach the English at present lie under of being an uneducated people. And without some such stimulus, I almost fear that no measures, not even a rate providing good instruction for all, will have due effect. For even when we have got good school-rooms and good teachers, and plenty of them, how are we to get the scholars? This is, after all, not the least important problem to be solved. The taste for education has yet to be created; and, till it be created, we must in some way put a moral, if not a physical constraint upon the lower orders, and so "compel them to come in."

In all my remarks I have hitherto had in view, chiefly, if not exclusively, the most populous and important part of my district, Lancashire. But that interesting portion of my district, the diocese of Sodor and Man, demands a few words. I found some improvement in the schools since the previous year. The children seem naturally quick at book-learning, and there is an interest in

education throughout the whole diocese. The parishes, too, are not unwieldy, so that the population can be got at by the clergy; and there is a School Committee in each parish, who co-operate with the clergy, and are found valuable coadjutors. As a specimen of the numbers attending the schools, I may mention that in the schools attached to St. George's and St. Barnabas' churches, in Douglas, I found about 800 children. The parishes of St. Malew, St. German, and Kirk Christ Rushen are much better off in the way of schools than the average of parishes in England.

I fear that the teachers in some of the schools here may have difficulty in completing the education of the apprentices, on account of their own defective education. In the Isle of Man, as in England, the want of a supply of competent teachers is felt. The average annual supply required in the island is of course small, and it must always be supplied from the training-schools of England. I mention this in order to support still further my previous remark about the want of training-schools in the north-west of England. If a training-school could be established in the diocese of Manchester, the diocese of Sodor and Man might perhaps join (in proportion to its more limited means) in supporting it, and derive its supply of teachers from thence. Till such an event, it were to be wished that the training-schools situated in the diocese of Chester, and at present supported by and limited in their operations to the united dioceses of Chester and Manchester, would consent to supply teachers to the diocese of Sodor and Man, which by itself must ever be helpless in that matter. Indeed, two of the managers of the Warrington Training Institution have informed me of their anxiety to help the diocese of Sodor and Man in this respect as far as possible, and that they would be glad to unite, as far as may be, that diocese to their own, for the purposes of training. At present, if a Manx girl wishes to be trained at Warrington, with a view to going back to the Isle of Man to take charge of a school, she would be charged 20*l.* a-year, while a girl who enters and engages to take charge of a school in the diocese of Chester or Manchester would only be charged 15*l.* I believe that a similar regulation prevails in the training-school for masters at Chester. It would evidently be a great boon to the Isle of Man if these training-schools would admit Manx students on an equal footing with the others, and I heartily wish they would grant this favour to this deserving and interesting little diocese.

I think I observed among the peasantry of this island a general want of intelligence and of interest in the affairs of life, though I found no lack of quickness at learning in the children. I was particularly struck by the absence of English newspapers, and a general ignorance of current events. This apathy and heaviness may result, in some measure, from the nature of their chief employment, which is fishing—a desultory employment, and one which exacts none of that previous care, calculation, and exertion which most pur-

suits require in order to success. But I incline to believe that the chief cause of the intellectual listlessness observable results from the fact of the Manx people not enjoying any privilege of representation in Parliament, or even in their own little domestic legislature. Hence they have nothing to interest their thoughts and rouse them to constant activity, and an injurious sluggishness is superinduced. One of the consequences which might be expected from such a state of mind is certainly prevalent, I mean *superstition*. There does not appear to be a Manxman in humble life who does not believe in "fairies;" and I was informed that great numbers were converted to Mormonism when the island was favoured with some missionaries from that atrocious and ridiculous sect. If this be as I suppose, it remarkably bears out the views of Mr. Laing, the traveller, who recounts the amazing superstition of the Prussian peasantry, who, notwithstanding their comparatively high attainments in mere book-learning, superstitiously crowded in thousands to see the holy coat of Trèves. And certainly it would seem as if mere learning in school were of little use without the more important training of free institutions and political privileges.

I trust that the foregoing remarks will not be considered irrelevant. It surely is not unimportant for statesmen, and for all who may read the Reports of Inspectors of Schools, to consider the effects and results of school-learning on a population, as well as the bare details of what is going on within the walls of a school.

It was my wish and intention in this place to have detailed some of the more interesting effects and results of education in Lancashire, which I had either noted for myself or learnt on the authority of others. But on account of the length to which my remarks have already extended, I postpone my remarks on that subject to a future opportunity, and hasten to conclude.

I propose to mention two additional matters only, and those briefly; and I refer to them with particular pleasure.

In my last Report, speaking of some of the evils resulting from female labour in mills, I referred to the disastrous consequences to infants who are too young for the infant-school. I remarked that it would be worth while in our large factory towns to have special asylums for these poor babes, at which their mothers, as they go to the mill, might deposit them every morning, and call for them every evening. I am not aware that any such suggestion had been made previously. I am happy to say that during the past year the subject has been taken up in Manchester, and that asylums of this description have been recently opened there under the name of "public nurseries." I trust the example will be followed in other towns in Lancashire, and that the stigma attaching to the

death, before six years of age, of 570 out of every 1,000 children born in Manchester will be removed.*

The other circumstance to which I refer with satisfaction is the movement about to be made in Manchester to obtain an Act of Parliament for a local rate for education.

The concluding words of my Report last year were as follows: "If I were to sum up in one sentence the result of my experience during the last 12 years, which I have chiefly devoted to education, as a parochial clergyman, as Secretary of the National Society, and one of Her Majesty's inspectors of Schools, I should say that the problem which statesmen have to solve in England is, how to continue to have schools managed and supported pretty nearly as they now are, but at the same time to have their grievous wants and deficiencies supplied by large public aid derived from a Parliamentary grant, or, still better, from *a rate for education*."

This is the very problem which the Manchester local Bill is now attempting to solve in the precise way which I indicated; and, as far as my judgment goes, I think it has solved it successfully. The merit of the plan is simply this, that it interferes as little as possible with the existing system of managing schools, consistently with making the scheme of a rate applicable both to all bodies of Christians and in all kinds of districts.

Indeed, there is only one at all important respect in which the rules of existing schools can be said to be interfered with by the Bill, namely, that which makes it necessary for school managers who wish to avail themselves of the rate to receive a child without requiring it to learn any creed or formulary, or to attend any Sunday-school or place of religious worship to which the parents or guardians shall in writing object. Now, persons who, like myself, would be glad to see definite religious belief taught in a school with entire freedom, think that system best of all (if it could be carried out so as to embrace every child and obtain ample funds) in which creeds and formularies may be at any time taught to all the children. And the reason of desiring this is, not an anxiety to proselytize those children who do not belong to our own creed, but in order that those children who do belong to our creed may not see the master and the minister stuttering out an uncertain sound on such vital points, and so themselves imbibe feelings of hesitancy and doubt on religious matters. But can every English child get educated on this best plan? No, it cannot: because many religious bodies in many districts cannot support schools of their own. Or can schools in general get ample funds to make them effective on this plan? No; experience

* In the *Journal des Débats* of February 3, 1851, M. Léon Fancher states this fact as the result of his investigations in Lancashire in 1844. He adds, "Not one of our great cities, thank God, presents so sad a spectacle."

proves that they cannot: and therefore I hail with joy a plan which interferes as little as possible with this best system, and yet will provide education for every child, and make schools efficient. When we cannot get what is theoretically best, we must take that which is theoretically second best, and which is, practically, the best thing that can be had. I heartily wish, therefore, that the Manchester local Bill for Education may receive the sanction of the Legislature, and become adopted (as it easily may) throughout the length and breadth of the land.

I have the honor to be, &c.,

W. J. KENNEDY,

*To the Secretary,
Committee of Council on Education.*

TABULATED REPORTS, in detail, for the Year 1850, on the Schools inspected by the Rev. W. J. Kennedy, H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
1. Habergam; All Saints' Infants.	1849 6 Nov.	88	56	88	78	1. Infant gallery, table, stove, loose benches, class-rooms, easels, &c. 2. Sufficient. 3. Nine classes. 4. Good. 5. No noticeable peculiarity. 6. Seems getting on well with her school. 7. It would be an advantage to pupil-teachers in infant-schools, if they were practised in teaching in the upper schools, where there are upper schools adjoining. There was a great preponderance of boys in this school at the time of my visit.
" Boys'	7 Nov.	75	53	63	107	1. Master's desk; two sets of parallel desks on a gallery, loose benches. 2. Very fair supply of both. 3. Four classes—partly in parallel desks and partly on the floor. 4. Good. 5. Ordinary. 6. A steady young man of fair attainments who has a certificate. 7. It would be an advantage both to the scholars and to the apprentices if the boys' schoolroom were enlarged.
" Girls'	8 Nov.	49	19	24	46	1. Mistress's desk, two sets of parallel desks on a gallery, loose benches. 2. A very fair supply of both. 3. Four classes—partly in parallel desks and partly on the floor. 4. Very fair. 5. Ordinary. 6. A new mistress is engaged. 7. A good many girls have been recently drafted from the infant-school. On the whole the school is improved since last year.
2. Coppull; . Mixed.	17 Dec.	166	20	50	153	1. Master's desk, loose benches and seats; writing desks along the wall, stoves, clock. 2. A fair supply, but there is a want of easels. 3. Eleven open classes: the organization is imperfect, partly in consequence of the room being too small for the numbers. 4. Fair. 5. Ordinary; some use is made of the simultaneous method. 6. Seem an energetic and painstaking man. 7. This is a new school. The number of scholars which has been collected is very great considering the scattered nature of the district. Though the schoolroom is new, an engagement of it is already requisite.
3. Preston; St. Paul's, Boys'.	18 Dec.	118	199	203	120	1. Master's desk, two sets of parallel desks three rows deep, loose benches and box seats, stoves, clock. 2. Fair supply. 3. Eight classes, partly in parallel desks, and partly in open oval classes on the floor. 4. Fair. 5. Oral and catechetical with the help of pupil-teachers and monitors. 6. Trained at Chester, and has a certificate. 7. The children are classified differently according to the lesson, a practice which I disapprove in a school of this kind. Boys stand in their classes according to their size; the least boys are placed at the two extremities, and they rise in height by graduation till they meet in the tallest boy in the centre.
4. Preston, Central, Boys'	19 Dec.	145	60	84	130	1. Two rooms opening into each other, stone floor, desks for masters, four sets of parallel desks of three rows deep, writing desks along the wall, loose benches, infant gallery, book closets, organ. 2. Deficient supply. 3. Eight or nine classes, partly in parallel desks, and partly on the floor. 4. Very fair. 5. Usual. 6. Trained at Chester, and has a certificate. He has been in charge of this school for six months only. 7. This school is not organized on the most efficient plan in my opinion: I have explained my views to the managers, and they will take them into consideration.
5. Preston, Christchurch, Boys'	20 Dec.	104	183	297	126	1. Master's desk, writing desks round the walls, small infant gallery, fixed benches, box seats, and book closets. 2. Moderate supply. 3. Six open classes on the floor. 4. Fair. 5. Usual. 6. Seems an amiable man of moderate attainments.

Table for mistresses, writing desks round the walls, loose benches, chairs, and book closet. 2. Very fair supply. 3. Open classes on the floor. 4. Very fair. 5. Usual. 6. Seems a very pleasing young woman. 7. The managers were very urgent that this school should be examined this month (December, 1849), as when I visited the school about a year ago the mistresses declined to be examined, though the candidates were ready and have now been waiting a year. The average attendance at the school must not be judged of from the number present at my examination, as the school had been broken up for the Christmas holidays, and was specially reassembled for my inspection. The room is a very good one.

Stone floor, master's desk, four parallel desks, also writing desks along the wall and loose benches. 2. Fair supply. 3. Three or four classes, one or two in parallel desks, and the others in open classes on the floor. 4. Fair. 5. Usual. There are however no pupil teachers. 6. A young man trained at Chester; he has a certificate. He is certainly not above the average, but he may improve if he is docile and takes pains. 7. I have no special remark to offer on this school or place.

Master's desk, three rows of parallel desks, three writing desks with benches attached, forming three sides of a square, loose benches and seats, book closet, gas fittings. 2. Very fair supply. 3. Five classes, chiefly in open squares on the floor. 4. Good. 5. Usual. 6. Seems a tolerably well-informed man, and to have a good notion of order and discipline. 7. This schoolroom is good. The payments here are what I like, viz., a uniform 2d. a week for each child.

Eleven double writing desks with fixed benches, clock, stove, gas fittings. 2. A very fair supply. 3. Good organization is not possible, as I think, in a school so furnished. 4. Fair. 5. Usual. 6. Seems a steady well-informed person, of good manners but delicate health. 7. In my opinion the schoolroom ought to be furnished quite differently for the purposes of a week-day school.

Master's desk, six double writing-desks, infant gallery, clock. 2. A very fair supply. 3. Five classes, partly upon classes on the floor, and partly sitting at the double desks. 4. Fair. 5. Usual. 6. A very young man, who was trained at Chester, and has a certificate; he evidently has much to learn in many respects. 7. Every subscriber of 20s. a year to this school may send a scholar free; 40 scholars are thus sent free, and the master told me that these are the most irregular attendants.

1. Two sets of parallel desks, each of three rows deep, loose benches, with backs and box seats, master's desk, book closet, gas fittings, stove. 2. Very fair supply. 3. Eight classes, partly in parallel desks and partly in open squares. 4. Good. 5. Usual, with some use of the simultaneous method. 6. Has a certificate. 7. The desks and general furniture and arrangement of this school are much improved since my last visit. The amount of knowledge too is greater among the boys.

1. Desk with drawers for the mistress, three sets of parallel desks, each set being three rows deep, also writing-desks along the wall, loose benches and box seats, fire-place; also a stove, clock, gas-fittings. 2. Very fair supply. 3. Seven classes, partly in the parallel desks, and partly in open square classes on the floor. 4. Fair. 5. Usual. 6. A young person who was trained at Warrington and has a certificate. 7. There are forty half-timers in this school. The average attendance before Christmas was 160. Of course there are always many children absent from an examination where there are half-timers. A large accession of factory children is expected. Allowance is to be made for the state of this school, in consideration of the disorganized state in which Miss Winstanley found it when she came here about a year ago.

1. Stone floor, master's desk, three double writing desks, also writing-desks along the walls, loose benches and seat closets, two fire-places, closets, gas-fittings, class-room, sliding gallery for simultaneous lesson. 2. A very fair supply of both. 3. Seven classes with sub-divisions. The organization of this school is generally speaking good. 4. Good. 5. Usual. 6. The master appears to me to be a painstaking, orderly, well-informed man. 7. There are sixty-eight half-timers, thirty-two in the morning, and thirty-six in the afternoon. The payment here is an uniform 2d. throughout the school. Sixty scholars however are sent free. There is a good deal of work done in this school. It is amongst the most effective.

Everton . . Girls'	21 Dec.	61	•
Seaforth . . . Boys'	1850 14 Jan.	44	29
Bootle . . . Boys'	15 Jan.	20	22
Manchester, St. Anne's, G.	15 Jan.	50	62
Cheetham Hill, St. Mark's, . . . Boys'	17 Jan.	73	23
Preston, Trinity, Boys'	18 Jan.	144	•
Preston, St. Paul's, Girls'	21 Jan.	122	109
Bolton-le-Moors, Trinity . . . Boys'	22 Jan.	183	87

GENERAL OBSERVATIONS.

of Children

NAME
OF
SCHOOL.

Date
of
speci-
fication.

Present at
Examination.

Have left within
last 12 months.

Admitted within
last 12 months.

In ordinary
Attendance.

ulture.
ethods.

nd App
6.

1850 23 Jan.	Girls'	19	43	-	47	87	able for mistress, organ, sliding gallery, writing-desks along the walls, loose benches and box seats, two fire-places, gas fittings. 2. A fair supply. 3. Six open classes on the floor. 4. Very fair. 5. Usual. 6. The mistress of this school is the wife of the master; she has a certificate; she was ill when I visited this school. 7. There is a good deal of work done in this school. The payment here also, is a uniform 2d. per week throughout the school: this is exactly the amount and mode of payment of which I approve.
24 Jan.	Girls'	5	82	47			Table for mistress, two rows of parallel desks, and benches, also writing-desk along the wall, loose benches and chairs, two fire-places, clock. 2. Fair supply. 3. Three classes, one at parallel desks, the other two in open squares. 4. Fair. 5. Usual. 6. A young woman of moderate attainments and skill in school-keeping. 7. The mistress should be advised to pay great attention to her own studies in grammar and arithmetic, and to use all her energy in teaching and training the scholars; the pegs on which the bonnets and shawls are meant to hang are so high that the children cannot reach them.
25 Jan.	Paul Boys'	10	160	87			Master's desk, one set of parallel desks, five rows deep, loose benches, clock. 2. A fair supply. 3. Five classes, partly in desks and partly in open squares. 4. Good. 5. Usual. 6. Trained at Chester, and has a certificate; he appears to be a man of good manners, and to be an orderly, line-taking schoolmaster. 7. Considering the short time this school has been opened I think the school is in a very creditable state in all respects. The payment required is an uniform 2d. a week, which I think is the best amount and mode of payment that can be made. 8. The mistress is an unmarried woman, who has two rows deep, loose benches, organ, book-closet. 2. A fair supply. 3. Four classes, partly at the parallel desks, and partly in open squares. 4. Fair. 5. Usual. 6. A very young woman, trained at Cheltenham, and who has a certificate. 7. This school is quite new, in a newly built district, and therefore it is no wonder that the school at present is meagrely attended and meagrely instructed; at the same time the mistress should be advised to throw all her energies into her work. The payment required is an uniform 2d. from each child—just as I think best.
30 Jan.	Boys'	6	30				Stonecroft, platform, with master's desk upon it, writing desks facing into the room, loose benches and closet seats, book-closets, clock, stove. 2. Moderate supply. 3. Four open square classes on the floor. 4. Fair. 5. Usual. 6. Seems qualified for the charge of this school. 7. There is a girls' school under a mistress, in one half of the school-room. There is an infant-school adjoining these schools, and children are not received in the upper schools before six years of age.
	Boys'	33	38	45			Master's desk, writing desks along the wall, loose benches and chairs, two fire-places, also stove, clock, book-closet. 2. Pretty fair supply. 3. Five or six classes of boys and girls in open squares on the floor. 4. Fair. 5. Usual. 6. Seems an anxious painstaking man. 7. This is a factory school; there are 36 half-timers in it. A good teacher's residence would be an advantage to this school in this rough district. This is one of those districts which deserve all the external aid which can be rendered to them; it is what is called a "Peel district."
							Master's desk, writing desks along the wall, and two loose writing desks, loose benches and stools, book closet. 2. Very fair supply. 3. Three classes in open squares on the floor. 4. Fair. 5. Usual. 6. Trained at Wells and Westminster. 7. There are some half-timers in this school; the boys come into this school at seven years of age.

18. Salford, Great George-street. . . . Boys' .	4 Feb.	153	275	270	153	1. Wood pavement, master's desk, one set of parallel desks of four rows deep, also writing desk along the wall, loose benches with backs and closet seats, book closet, stove, clock, gas fittings. 2. Books, fair supply; apparatus, good supply. 3. Eight classes, partly in the parallel desks, and partly in open square classes on the floor. 4. Good. 5. Usual. 6. The master seems a very steady, respectable, painstaking person; he has a certificate. 7. This school seems to be thriving and doing much good, it is amongst the best.
" Girls' .	5 Feb.	91	126	132	100	1. Wooden pavement, desk and table for mistress, one set of parallel desks, four rows deep, writing desk along the wall, loose benches with backs and closet seats, book closet, stove, clock, gas fittings. 2. Books, rather deficient; apparatus, good supply. 3. Six classes. 4. Good. 5. Usual. 6. Has a certificate.
" Infants' .	"	125	158	184	130	1. Wood pavement, infant gallery, benches and seats, table, closets for books and pictures, stool, book-cases fittings. 2. Fair. 3. The usual plan of infant-schools. 4. Fair. 5. Ordinary. 6. Has a certificate. 7. The school appears to be thriving.
19. Middleton, Boys' .	6 Feb.	80	37	52	75	1. Writing desks along the wall, also loose desks facing into the room, book closet, two fire-places, gas fittings, class-room. 2. Very fair supply. 3. Five or six open classes on the floor or at desks: the desks form three sides of a square. 4. Good. 5. Usual. 6. Was trained at Chester, and has a certificate: he seems to me a painstaking young man; he has a modest deportment. 7. I was much pleased with this school: there was an accuracy about what the boys did, which I seldom meet with. There is no girls' school here; there is, however, a good infant-school, in which the girls learn needlework, and they attend in the boys' school to receive some of their lessons: I think the elder girls should be reckoned as belonging to the upper school; in which case the average number of children in attendance would be about 95 instead of 75. The school-room is remarkably good.
20. Manchester Cathedral Boys' .	7 Feb.	34	147	146	60	1. Master's desk, two rows of parallel desks on a gallery, loose benches with backs and chairs, clock. 2. Fair supply. 3. Three open classes on the floor. 4. Fair. 5. Usual. 6. A young man who has a certificate. 7. The pupil-teacher is not in the school. I believe, poor boy, he is dead. This school-room is very badly warmed, or rather not duly warmed at all. The children pay 4d. in the 1st class, 3d. in the 2nd class, and 2d. in the 3rd class; this is not a good plan: the school is not thriving.
" Girls' .	"	68	135	133	79	1. Table, a great many loose benches and chairs, two rows of parallel desks on a gallery, a stove, but the room is very cold. 2. Sufficient. 3. Four or five open classes; the room is very large, and badly fitted up for a week-day school. 4. Fair. 5. Usual. 6. Has a certificate. 7. These cathedral schools do not flourish as they ought to do. Perhaps an infant-school might answer better than the boys' school. In this girls' school copy-books are found for the children, which is a very excellent thing.
21. Manchester, Granby-row. . . . Boys' .	8 Feb.	96	149	144	127	1. Wood pavement, master's desk, one set of parallel desks of four rows in depth, loose benches with backs and closet seats. 2. Very fair supply of both, but want pointers and easels. 3. Six or seven classes. 4. Very fair. 5. Usual. 6. Has a certificate; he seems a steady, well informed man. 7. This is a factory school, there are 40 half-timers in it.
22. Salford, St. Matthias .	11 Feb.	48	40	91	.	1. Table, infant gallery, tables at which the girls write, fixed and loose benches in two great numbers, box seats, organ, clock, small class-room. 2. Locally fair supply. 3. Three or four open square classes on the floor. 4. Very fair. 5. Usual. 6. A new mistress is come, who was trained at Cheltenham: she has much to do, and I hope she will be energetic and diligent. 7. This school has suffered much during the last year from the inattention of one mistress, from the destruction by fire of a large factory, and from that loss of force which always attends a change of teachers. The payments of the children are uniform, and copy-books are found by the managers: I wish this was the case in all schools. The room is fitted up badly for the purposes of a week-day school.
" Infants' .	"	121	.	.	145	1. Table, two infant galleries, a few loose benches, box seats and chairs. 2. Sufficient. 3. The children are sometimes assembled in two galleries, and sometimes grouped round easels, in 10 or 12 classes. 4. There is a class-room in which all the youngest infants are collected. 5. Good. 6. Those usual in infant-schools. 7. The mistress just appointed to the school came from the Home and Colonial Institution. This seems a successful infant-school, but I think it would be an improvement if the elder children were taught to write on slates. The rule is for the children of this school to go up to the boys' and girls' schools at seven years of age. I think the children in infant-schools should be divided into classes according to their attainments only, and not according to sex—a needless multiplication of classes should be avoided.

27. Bickerstaffe, Boys' .	21 Feb.	57	23	16	53	1. Very complete and satisfactory in all respects. 2. Good. 3. Good. 4. Good. 5. Usual. 6. The present master, Mr. Veness, was trained at St. Mark's College, and has a certificate: I was very favourably impressed by what I saw of him. 7. The boys' school has suffered a little during the last year or two, by a too frequent change of masters; but Mr. Veness continues here, I have no doubt the amount of knowledge among the scholars will increase. In tone, and discipline, and order, the school is excellent.
" Girls' .	"	91	25	32	90	1. Complete and satisfactory; there is a piano. 2. Adequate supply. 3. Good, the sixth class is taught in a large classroom, on the infant-school system. 4. Good. 5. Usual. 6. Was trained at Whitechapel, Chelsea. 7. This is a very pleasing school; the appearance of the girls is delightful, and their attainments are satisfactory.
28. Manchester, St. Andrew's, Boys' .	25 Feb.	94	36	65	87	1. Master's desk, two sets of parallel desks, benches and seats. 2. Fair supply. 3. Five or six classes, partly in parallel desks, and partly on the floor. 4. Very fair. 5. Usual. 6. The master has a certificate; he seems to be getting on pretty well with the school. 7. There is ample room for a large and thriving school in this poor and densely peopled district. This school is thriving pretty well, but there ought to be more scholars.
" Girls' .	"	46	11	26	56	1. Desk for mistress, parallel desks, benches and seats. 2. Sufficient supply. 3. Four classes, at parallel desks, and on the floor. 4. Fair. 5. Usual. 6. A new mistress is come to me in my last visit; I fear she will scarcely be competent to instruct a pupil-teacher through the prescribed course. 7. This school ought to flourish, but, for some reason or other, it is rather languishing. It's a most difficult thing to obtain a competent and satisfactory schoolmistress.
29. Hulme Trinity, Boys' .	26 Feb.	199	124	150	200	1. Master's desk, parallel writing-desks, some double writing-desks, seats. 2. Fair supply of both. 3. The crowded state of the room precludes a perfect organization; the arrangements are probably as good as could be made under the circumstances. 4. Very fair. 5. Usual. 6. The master has a certificate, and is a very able and successful schoolmaster. The room is rather too small for the number of scholars; I found 14 of them taught by a monitor in the girls' school-room. This is a thriving school, but, like many other schools in this part of the world, it seems to be filled with children rather above the poorest classes.
30. Manchester, Red Bank, St. Thomas, Girls' .	27 Feb.	79	.	.	84	1. Two rows of parallel desks have been added since last year. 2. Moderate supply. 3. Open classes on the floor. 4. Fair. 5. Usual. 6. The mistress is the wife of the master; she told me that she was about to resign. 7. I am happy to say that there has been an increase of numbers since my last visit. The partition between the boys' and girls' school is imperfect, and the noise from the boys' room is a hindrance to the girls' school.
" Infants' .	"	87	110	130	107	1. Infant gallery, benches &c. 2. Fair supply. 3. The children are taught in small classes round easels, and are collected in a gallery for instruction. 4. Fair. 5. Usual. 6. Miss B. A. Denham is young, but she seems to me to be improved since my last visit. 7. This school appears to me to be improving. The room is perhaps scarcely large enough.
" Boys' .	28 Feb.	116	.	.	120	1. Benches and desks for writing. 2. Moderate supply, but the managers are about to add to it. 3. Open classes. 4. Fair. 5. Usual. 6. The master has a certificate, and his school is improving. 7. I am happy to say that this school appears improved since my last visit; the numbers are much increased.
Manchester, St. Anne's, Boys' .	4 Mar.	98	137	170	89	1. Infant gallery, eight double writing-desks, fixed benches, small class-room, stove, clock. 2. Pretty fair supply. 3. The organization is very imperfect, in consequence of the peculiar desks and furniture. 4. Very fair. 5. Usual. 6. The master has a certificate, and is a very pleasing man.
" Infants' .	"	139	178	176	130	1. Desk, infant gallery, writing-desks along the wall, class-room and book-closet, clock, stove. 2. Very fair. 3. The organization is that which is usual in infant-schools. 4. Good. 5. Ordinary. 6. The master has a certificate. 7. The instruction in this infant-school is efficient, in most respects; the singing, however, is indifferent, and the elder children might perhaps learn to write, with advantage; especially as there are other children here than is usual in infant-schools.

Tabulated Reports, in detail, for the Year 1850, on the Schools inspected by the Rev. W. J. Kennedy—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children	GENERAL OBSERVATIONS.			
			1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.
			5. Methods.	6. Master and Mistress.		7. Special.
31. Manchester, St. Barnabas' Boys' .	1850 5 Mar.	Present at Examination. 194 Have left within last 12 months. 80 Admitted within last 12 months. 86 In Attendance. 196	1. Master's desk, one group of parallel desks of four rows, benches, a small class-room, gas. 2. Tolerable supply. 3. There are seven or eight classes, which are chiefly taught in open squares. The organization is not as perfect as it might be, owing partly to the numbers being great, compared with the size of the room. 4. Tolerably fair. 5. Usual. 6. The master has been successful in filling the school and seems to teach very fairly; he appears a self-taught man, and to have the failings common to those who have not been forced to measure themselves with others. 7. This is one of the most successful schools in Manchester, as far as collecting scholars, and I dare say, a good deal of hard work is done in it. The school-room is too small for the numbers; and there is some want of book-closets and box-seats. An infant-school appears wanted in this district.	2. Fair supply. 3. Six classes, taught chiefly in open squares.	4. Fair supply. 5. Usual. 6. The mistress has a certificate, and is successful as a teacher and schoolkeeper. 7. This school is thriving.	
" Girls' .	6 Mar.	127 104 90 120	1. One set of parallel desks of four rows deep, benches, &c. 2. Fair supply. 3. Six classes, taught chiefly in open squares.	4. Very fair. 5. Usual. 6. The mistress has a certificate, and is successful as a teacher and schoolkeeper. 7. This school is thriving.		
32. Manchester, St. John's . . . Boys' .	7 Mar.	148 166 217 145	1. Master's desk, benches and seats, good class-room, writing-desks along the wall. 2. Fair supply. 3. Six open square classes. 4. Very fair. 5. Usual. 7. This is a large and flourishing school.			
Manchester, St. John's . Girls' .	8 Mar.	95 118 124 95	1. Work-table, writing-desks along the walls, benches, &c. 2. Pretty fair supply. 3. Five open square classes. 4. Fair. 5. Usual. 6. The mistress, Miss Spencer, has just obtained a certificate.			
" Infants' .	"	123 165 222 125	1. Table, two infant galleries, book-closet, curtains, partition, gas-fittings. 2. Pretty fair supply. 3. The usual organization of infant-schools. 4. Fair. 5. Usual. 6. Miss Collins seems a young woman of moderate information, but to possess some aptitude for an infant-school.			
33. Salford, Christchurch . Boys' .	11 Mar.	149 100 215	1. Infant gallery, desks along the walls. 2. Very fair supply. 3. The organization of this school is, in my judgment, very deficient, but I believe it is about to be amended. 4. Good. 5. Usual. 6. The master has a certificate, and appears to me to be a sensible man. 7. This school is improved since last year, and will, I trust, improve still farther under the care of Mr. Hindshaw. The school managers adopt the good plan of finding the copybooks.			
" Girls' .	12 Mar.	89 150 150 91	1. Infant gallery, table, benches, writing-desks along the wall. 2. Very fair supply. 3. Six open classes on the floor of the room. 4. Fair. 5. Usual. 6. The mistress seems to me to be possessed of adequate knowledge, but she is young, and perhaps lacks a little energy and method.			
" Infants' .	"	100 . . .	This school is flourishing under the new mistress, Miss Wade.			
Manchester, Granby Row . Girls' .	13 Mar.	104 80 40	1. Good. 2. Fair supply. 3. Six classes. 4. Fair. 5. Usual. 6. A new mistress was just about to be elected. 7. This school is languishing for want of an efficient mistress, and one who will stay. The managers have been unlucky in their mistress, there is however a great dearth of efficient schoolmistresses.			
34. Manchester, St. Michael's . . .	14 Mar.	. . . . .	These schools cannot be said to be flourishing. The boys' school is very much better than the girls' school. Indeed the knowledge in the girls' school was as nearly "nil" as possible: there was a very great want of books and apparatus in it.			

Tabulated Reports, in detail, for the Year 1850, on the Schools inspected by the Rev. W. J. Kennedy—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.					
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Book's and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	7. Special.
43. Bardaley Mixed	1850 28 Mar.	70	92	102	80	1. Master's desk, writing-desks along the walls, loose benches and seats, stove, clock. There is a second school-room or large class room, but it is not used. 2. Tolerably fair supply. 3. Four classes in open squares on the floor. 4. Moderate rate. 5. Usual. 6. The new master, Mr. Newton, is untrained. 7. There is some falling off in this school since last year. During the year there has been a change both in the clergyman and in the master of the school. Boys and girls are mixed; the girls, in number twenty-five, learn needlework under the master's wife. The organization of the school, as well as the character of the instruction, is only very moderate at present.					
44. Ormskirk . . Boys. Rev. E. J. Hornby's School, Girls'	8 Apr. "	68 80	• 36	• 32	• 30	1. Desk for master, writing-desks along the wall, loose benches and box seats, clock. 2. Books fair, apparatus good. 3. Four open square classes. 4. Good. 5. Usual. 6. The present master, Mr. Albert Dymond, was trained at St. Mark's, and has a certificate. He is young, but seems likely to become in time a very competent schoolmaster. 7. Work table, two sets of parallel desks and benches, loose benches and seats. 8. Fair supply. 9. Six classes. 4. Fair. 5. Usual. 6. The new mistress, Miss E. Chadwick, was trained at Warrington for three years.					
45. Audenham Boys'	10 Apr.	121	143	155	130	1. Master's desk, two sets of parallel desks, of four rows in depth, on a gallery; loose benches, clock, gas, class room. 2. Moderate supply of books, fair supply of apparatus. 3. Six classes, partly at parallel desks, and partly in open classes on the floor. 4. Fair. 5. Usual. 6. The master, Mr. Kershaw, was trained at Battersea for two years; he seems an amiable young man; I regret to say that his health seems rather delicate. 7. This is a new school in a district which has only enjoyed the benefit of a district church for a few years, consequently there is much up-hill work to be done before the school will be efficient; moreover the district seems poor and rude. More arithmetic might be taught in the school with advantage. The parallel desks might be arranged more advantageously.					
46. Denton . . Boys'	"	70	142	106	70	1. Master's desk, two sets of parallel desks of three rows in depth, loose benches with backs, class room. 2. Moderate supply. 3. Rather imperfect at present. 4. Moderate. 5. Usual. 6. The master, Mr. W. B. Crankshaw, was trained at Chester, and has a certificate. This is the first change he has had since leaving the training college. 7. This school had been open for about a year and a half only when visited it. Everything about the school had the appearance of a new building; there was not much advance in any respect; I was not satisfied that the district was peculiarly rich. These circumstances may account in a very great degree for the imperfect state of the school, without any blame attaching to the master or managers. Perhaps, however, such a school in such a place requires more experienced master than Mr. Crankshaw.					
47. Walkden Moor, Boys'	11 Apr.	100	•	•	100	1. Four sets of parallel desks, viz. two sets of five rows in depth, on a gallery, and two sets of three rows in depth on the level floor; loose benches and seats, clock, gas. 2. Very fair supply of both. 3. The organization of this school is peculiar. The boys' school and the girls' school are in the same room, and the boys and girls receive some lessons together. But generally speaking the boys are taught by themselves, and are divided into four classes. 4. Good. 5. Usual. 6. The master, Mr. Brand, was trained at Battersea, and has obtained a certificate. He appears a person of a cheerful disposition, a matter which I think of some importance in a schoolmaster. 7. This schoolroom is much improved in its furniture and arrangements since my last visit; more room, however, is wanted for the numbers of children in					

attendance. This is a colliery district, but the children are very clean and tidy, and the schoolroom and the school-premises generally are the most clean and neat I have ever seen. Lady Ellemere maintains here about twelve girls who learn household duties under the wife of the master.

2. Very fair supply. 4. Good. 5. Usual. 6. Miss Crankshaw appears a very estimable person.

1. Infant gallery, writing desks along the wall, loose benches. 2. Good supply. 3. Eight classes, partly in open square classes on the floor, and partly on the infant gallery. 4. Good. 5. Usual, with more than ordinary use of simultaneous lessons, on a gallery. 6. Mr. Haldwin, the master, is a well informed man, and devoted to his work, in which he is very successful. 7. This school is, beyond all doubt, one of the best in the county of Lancaster. The school-room, however, might be better, and more conveniently fitted up.

1. Work-table, loose benches and seats, infant gallery, class-room, writing desks along the wall. 2. Sufficient supply. 3. Six open square classes. 4. Good. 5. Usual. 6. The mistress, Miss Carwood, seems a pleasing, amiable person, of fair attainments.

1. Master's desk, writing-desks along the walls, benches and seats, small class-room. 2. Fair supply. 3. About 12 classes; the boys' school-room will not hold all the children; there are generally some classes taught out of doors, in the yard; the imperfection of the room presents the best organization. 4. Very fair. 5. Usual. 6. Mr. Grant is self-taught, but has obtained a certificate: he is devoted to his work, and has been most successful in his profession. 7. This school is undoubtedly one of the most successful in the county. In respect of the amount of knowledge prevalent among the scholars, I think it is perhaps the best school I have visited. It is much to be regretted that the rooms and the furniture are so unworthy of the school, and inadequate for the purposes of good organization.

1. Master's desk, parallel-desks, class-room with infant gallery. 2. Good supply. 3. This is a mixed school, partly an infant-school and partly a juvenile school; the elder children are chiefly arranged at parallel desks. 4. Pretty good. 5. There is a master, who has trained him a mistress and pupil-teachers. 6. The master, Mr. George Thorpe, was trained at Chester, and has a certificate: he seems to be efficient in his work, and to possess sufficient ability and attainments; he is perhaps a little wanting in energy, and in address. 7. This school is in a publicly agricultural district, and is evidently doing much good, under the wise and liberal management of the Rev. W. Hornby. The attainments of the children are not great, which is probably in some measure owing to the comparative idleness of the children in a rural district: I think, however, that the master might render the children less uncontented by paying more attention to their manners and solidness.

1. Desk, work-table, loose benches and box seats, writing-desks along the wall, clock. 2. Very fair supply of books and apparatus. 3. The organization is much improved, since last year: there are now only four classes in the school, the sexes are mixed, and the children are classed according to ability and attainments only. 4. Fair. 5. Usual. 6. The mistress, Miss Gradwell, seems an amiable young woman, but rather timid and nervous. 7. I think there is an improvement in this school since last year.

1. Work-table, two double writing-desks, benches and stools, book-closet, clock, gas, two class-rooms, the room is good as a whole. 2. Very fair supply, few more black boards and easels would be useful. 3. Six classes, in open squares on the floor. 4. Very fair. 5. Usual. 6. Miss Adam seems a pleasing, sensible person, and likely to be an efficient school-mistress. 7. I was told that there had been much sickness at the time of my visit, or else the attendance would have been larger. I was informed that the school had taken a good start since Miss Adam had been in charge of it. I find the same fault with this school as with the boys', viz., that the children seem to be of a higher grade than I like to see in a school of this kind.

1. Desk for master, book-closet, gas, class-room; some parallel desks were about to be substituted for desks along the walls; there is also a double writing-desk. 2. A pretty fair supply. 3. Fair. 4. Usual. 5. Usual. 6. The master, Mr. Wolsenholme, seems devoted to his school, and is, I think, valuable in this district, where he is known and popular. 7. This school is thriving in all respects, though the attainments of the scholars have not yet reached nearly to the point which it is possible to reach in a school of this kind: things are looking upwards, however. The main fault I have to find with the school is, that the scholars appear mostly to belong to a somewhat higher grade than I like to see in a school of this kind. Every boy is called "master," this or that, a degree of gentility of which I disapprove.

Walke Moor, Girls'	11 April	80	.	75	.
48. Worsley . . Boys'	15 April	119	34	27	116
..	..	61	.	.	.
49. Burnley . . Boys'	18 April	270	82	79	277
50. St Michael's-on-Wyre, . Mixed	29 April	94	2	16	91
51. Inskip. . . Mixed	30 April	81	7	40	76
52. Heywood, St. Luke's, Girls'	15 May	82	40	118	97
..	16 May	160	22	103	174
..

Tabulated Reports, in detail, for the Year 4850, on the Schools inspected by the Rev. W. J. Kennedy—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months. In ordinary Attendance.	
53. Walmsley, Boys' and Girls'.	1850 17 May	100	76	95	1. Some rooms, loose benches and seats, writing-desks along the walls. 2. Very fair supply of books, moderate supply of apparatus. 3. Six open square classes of boys and girls on the floor. 4. Fair. 5. Usual. 6. The Master, Mr. Whitley, is a middle-aged man, of the old school; in character, I believe, is very good, and has been in charge of this school for many years; I fear, however, that it will be hard work for him to complete the education of the apprentices.
54. Atherton . Boys'.	20 May	70	53	78	1. Some floor, master's desk, one set of parallel desks of three rows in depth, infant gallery, one writing-desk along the wall, book-closet, clock, stove in centre. 2. Good supply, except that some box seats are wanted. 3. Six classes. 4. Pretty fair. 5. Usual. 6. The master, Mr. Broadbent, was trained at Chester, and I has a certificate: he seems in better health: he appears to me to be a little deficient in method and discipline. 7. The school appears to be improving in organization and the amount of instruction, rather than going back.
55. Asley . . . Boys'.	21 May	85	20	77	1. Master's desk, writing-desks along the walls, infant gallery, benches and seats. 2. Very fair supply, but a few more black boards would be useful. 3. Five classes. 4. Fair. 5. Usual. 6. The master, Mr. Hurst, is a young man, who seems desirous of improving himself.
56. Smalleridge, St. John's . . . Boys'.	22 May	107	145	175	1. Some good parallel desks and benches have been added since I last visited this school. 2. Fair supply. 3. Six or seven classes, partly at parallel desks, and partly in open squares on the floor. 4. Fair. 5. Usual. 6. The master, Mr. Buckley, was trained at Chester, and has a certificate, but he does not seem a highly educated man. 7. This is quite a factory school, as there are not less than 182 half-timer* in it.
57. Liverpool, St. Augustine's . Girls'.	27 May	163	98	119	1. The room is much improved since my last visit by being painted and whitewashed. 2. Valuable additions of books and apparatus have lately been made. 3. Six or seven classes in open squares on the floor. 4. Very fair. 5. Usual. 6. The mistress, Miss Hargreave, appears to me a very amiable young woman, and of her school she is very well informed, but she has obtained a certificate, and she seems to me a very competent teacher. 7. The remarks which I have made respecting the boys' school, and the state of the school, are equally applicable to the girls' school, except that the girls' school-room is better than that of the boys' school, and the school is more comfortable.
" " Boys'.	29 May	186	112	139	1. Master's desk, writing-desks along the walls, benches and seats, &c. 2. There has been a valuable addition of books since my last visit; there is a fair supply of apparatus. 3. Six open square classes. 4. Very fair. 5. Usual. 6. The master, Mr. Murphy, was trained at Chester, and has a certificate; he appears to me to be a competent national schoolmaster. 7. This is a large and valuable school, and deserves a better room. The school is very greatly indebted to the kind interest which is taken in it by J. Whitley, Esq., and his family, and by J. Koper, Esq. I found the school much improved since my last visit; the order, discipline, and the attainments of the scholars, one and all, very fair.
58. Liverpool, St. Martin's . Boys'.	29 May	131	141	120	1. Some parallel desks, two rows. 2. Very fair supply. 4. Fair. 5. Usual. 6. Mr. U. J. Davis, seems a painstaking young man. 7. The Middle and National schools are about to be amalgamated in one, and the boys will be classified throughout according to their attainments.

59.	Liverpool, Christ Church, Boys'.	3 June	201	.	.	.	1. Master's desk, loose benches and seats, gas, book-closet, clock, small class-room. 2. Fair supply. 3. Six to eight open square classes. 4. Very fair. 5. Usual. 6. The master, Mr. Andrews, may be called a self-educated man, but he has obtained a certificate, and I regard him as a very competent school-keeper. The ventilation of this school is decidedly improved since my last visit. The great point, however, is to limit the numbers of the scholars; believe that it is now limited to about 200 in ordinary attendance; such limitation is not only necessary in order that the room may be wholesome, but it also causes the character of instruction to be better than it would be if the room were still better, especially in summer, if a gas jet were introduced into the ventilating shaft. The ventilation would be a fairer, better, by giving tickets of merit to deserving boys, and redeeming these tickets in money: this cost him about 6s. a year.
60.	Liverpool, Windsor, St. Clement's, Boys'.	4 June	218	90	130	.	1. Raised platform and desk for mistress, work table, writing-desk along the walls, loose benches along the room, loose benches and chairs, book-closet, clock, gas, class-room, and bonnet-room. 2. Very fair supply of both. 3. Eight classes in open squares on the floor. 4. Good. 5. Usual. 6. The mistress, Miss Inman, is untrained, but she has obtained a certificate: she appears to me to be a very competent teacher and school-keeper. 7. This school is flourishing, and appears to be accomplishing much good.
61.	Liverpool, St. Mary's, Edge Hill, Girls'.	5 June	125	86	99	125	1. Master's desk, table, writing-desk flays along the walls, loose benches and seat boxes, clock, gas, class-room. 2. Very fair supply of both. 3. Five or six classes in open squares on the floor. 4. Very fair supply of both. 5. Usual. 6. The master, Mr. Copeland, was not trained anywhere, but he has obtained a certificate, and seems a fairly competent teacher and school-keeper. This school is not so good as the boys'. The mistress was absent.
62.	Liverpool, St. James', Toxteth Park, Girls'.	6 June	121	106	108	110	1. Work-table, writing-desks along the wall, benches and seats, infant gallery. 2. Fair supply. 3. Five or six classes in open squares and on an infant gallery. 4. Appears good. 5. Usual. 6. The mistress, Miss Crampton, was not trained anywhere, but she has obtained a Certificate of Merit.
63.	Everton and Kirkdale, Girls'.	7 June	147	101	152	142	1. Master's desk, benches and seats, some parallel desks on the level floor, class-room. 2. Very fair supply of both. 3. Seven classes, chiefly in open squares on the floor. 4. Good. 5. Usual. 6. The master, Mr. Snape, has a large school and seems very competent for his work. 7. If there are many schools where the upper classes have a greater amount of attainments, there are very few schools where every child is so fairly attended to and instructed.
64.	Liverpool, St. James', Toxteth Park, Girls'.	10 June	76	77	150	80	1. Work-table, also a table for the mistress, two sets of parallel desks on a gallery, loose benches with backs and seats, also class boxes, clock, gas, good class-room with bookshelves, good bonnet-room. 2. Good supply. 3. Four classes, partly taught in open squares on the floor, and partly at the parallel desks. 4. Fair. 5. Usual. 6. The mistress, Miss A. Clegg, is self-taught, but she possesses good abilities, and has just obtained a certificate, as the result of the examination at Preston. 7. This school is quite new, and of course both the numbers of the scholars and their attainments are small. But everything seems to promise well: the room is very good, the attendance of children already averages about 80, and the mistress seems competent, and is, I hope, energetic.
65.	Everton and Kirkdale, Girls'.	11 June	103	90	80	116	1. Desk for mistress, tables, loose benches and chairs, writing-desks along the wall, clock, gas, book-closet, there is a good class-room with a gallery. 2. There is a fair supply of books, and a good supply of apparatus. 3. Four classes, chiefly taught in open squares on the floor. 4. Good. 5. Usual. 6. Miss Macmillan is self-taught, and belongs rather to the old school, but she has obtained a certificate: I should suppose her moral influence over the children likely to be highly beneficial. 7. Upon Miss Macmillan's certificate I have this year written: 'The order and discipline of the school are good, and the appearance and deportment of the children are very pleasing, but their attainments are rather small.'

Tabulated Reports, in detail, for the Year 1850, on the Schools inspected by the Rev. W. J. Kennedy—*continued*.

NAME of SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.				
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance in ordinary.	1. Desks and Furniture.	2. Locks and Apparatus.	3. Organization.	4. Instruction and Discipline.
						5. Methods.	6. Master and Mistress.	7. Special.	
Everton and Kirkdale Infants.	18/10 11 June.	80	125	135	89	1. Infant gallery, desk, clock, pictures, class-room, and organ. 2. Good supply. 3. The ordinary organization of infant-schools is adopted. 4. Good. 5. Miss Macdonnell has a certificate; she begins a very competent infant-schoolmistress. 7. I have endorsed Miss Macdonnell's certificate this year, as follows: "The school-room is very clean, and the children are neat, and seem very cheerful and happy; the teaching appears to be satisfactory."			
64. Liverpool, St. Mark's Boys.	19 June	83			83	1. Desk for master, writing-desks along the walls, loose benches placed in parallel lines, clock, gas. 2. There is a great want both of books and apparatus. 3. Four classes, sitting on parallel benches. 4. Fair. 5. Usual. 6. The new master, Mr. Lovett was trained at Battersea; he has recently been one of the masters in the Kirkdale Union school; he is very young, and will, I dare say, have the good sense to leave off his too abrupt and off-hand manner. 7. Work-table, writing-desk along the wall, loose benches and chairs, small infant gallery, book-closet, clock, gas. 2. There is a great deficiency of books and apparatus. 3. Five open square classes on the floor. 4. I can scarcely speak of the discipline at present. 5. The usual methods will be followed. 6. Miss Elizabeth Holmes had been in charge of this school for a week only at the date of my visit; she has a certificate. 7. This school is quite in an incipient state; I hope to see a very great improvement next year.			
65. Rochdale. Boys.	13 June	204	120	153	350	1. The room is excellent and well fitted up. 2. A few more books would be useful, the supply of apparatus is very satisfactory. 3. Eight classes, four of which sit at parallel desks, and four stand in open squares. 4. Excellent. 5. Usual. 6. The master, Mr. Wrigley has a certificate; I consider that he is a competent and admirably fitted for a large school in Lancashire. 7. Some persons have thought that the sum paid to apprentices by the Government are larger than was necessary; however this remark may be true in regard to some localities, it is not so in South Lancashire, where the earnings of boys are very considerable; for instance, in the Rochdale school, the boys are paid 2s. a week each, by the school managers, in addition to their stipends from Government, otherwise their parents would not have consented to their apprenticeship.			
66. Bolton, Ch. Ch. Boys.	17 June	162	100	200	190	3. Six classes taught in open squares on the floor. 4. The discipline is pretty fair. 5. The usual methods of teaching are employed. 6. The master is a middle-aged man of moderate attainments. 7. This is a large school, flourishing in point of numbers. I think the school is improved since my visit last year.			
" Girls.	18 June	140	43	130	130	1. Work-table, writing-desks along the walls, loose benches. 2. Imperfect supply of books and of apparatus. 3. Open square classes taught on the floor; the writing-desks are along the walls. There are at present two pupil-teachers apprenticed. 4. The discipline is very fair. 5. The usual methods of teaching are employed. 6. The mistress, Miss Baxter, was not trained anywhere, but she has obtained a certificate, as the result of the recent examination at Preston. 7. The school will, I hope, take a start under the charge of Miss Baxter.			
67. Fleetwood, Testimonial Boys.	19 June	98	20	32	100	1. Writing-desks along the wall, loose benches. 2. There is some want of books and apparatus. 3. The boys are arranged in four or five classes in open squares on the floor of the room; the writing-desks are along the wall; there are two apprentices. 4. The discipline seems good. 5. There is no pecuniary aid of any kind. 6. The master, Mr. Barton, was at the National Society's Institution at Westminster for a time; he is a man of fair attainments, and has obtained a certificate. 7. The room is perhaps rather in want of better ventilation.			

20 June	Girls'	85	22	25	90	Writing-desks along the walls, loose benches, work-table. 2. There is a slight scarcity of books. 3. The girls are arranged in four or five open square classes on the floor of the school-room. 4. The discipline is fair. 5. The usual method are employed. 6. The mistress, Miss Walker, is very highly esteemed by the managers.
24 June	Boys'	56	18	25	55	1. Master's desk, six double writing-desks with fixed benches, stool seats, book-closet, clock. 2. Very fair supply. 3. Five open square classes. 4. Very fair. 5. Usual. 6. The manner of the master, Mr. Honsdale, seems to me to be much improved; he appears to have a good deal of taste for drawing, and several of his scholars are tolerably proficient in that art. 7. I think this school is improved since my visit last year, the number of children in attendance seems larger, and the boys appear more accurate in their attainments.
25 June	Little Bolton, St. George's, Boys'	87	80	198	108	3. The boys are arranged in open squares on the floor of the room, the writing-desks are along the walls. 4. The discipline is very fair. 5. The usual methods of teaching are employed. 6. The master was not trained anywhere, he is self-taught, but he possesses good abilities, and has just obtained a certificate, as the result of the examination at Manchester. 7. This school is suffering from the effects of a bad master, who is now gone, I incline to think it will improve greatly under the present master.
26 June	Bolton-le-Moors, Holy Trinity, Boys'	213	118	137	200	1. Writing-desks along the wall, loose benches, sliding infant gallery. 2. Fair supply. 3. The boys are arranged in eight open square classes on the floor of the school-room and of the class-room, the writing-desks form three ridges of squares of the classes, there is also a kind of infant gallery which slides in and out, and are seven paces deep. 4. The discipline is tolerably good. 5. The usual methods of teaching are employed with the aid of pictures. 6. The master, Mr. Harrison, is a native of the North, and his education at Westminster; he has obtained a certificate of merit; his attainments may perhaps not be great, but I consider him a very good schoolmaster. 7. Though this school-room is in the district of Trinity Church, yet the school is managed by a committee of persons not confined to Trinity district, and the Vicar of Bolton, the Rev. Canon Slade, is the chairman of the committee. Mr. Slade has no boys or girls' daily school in the rooms employed for his far and justly famed Sunday-school. This school is certainly one of the best town schools I have visited; it may be ranked along with Burnley National school and Rochdale parish school. So good a school deserves a much better room.
27 June	Girls'	124	83	94	128-41	1. Work-table, writing-desks along the walls, loose benches and box seats, infant gallery, organ, gas. 2. Very fair supply of both, but a few more small black boards and easels would be an advantage. 3. The girls are arranged in six open square classes on the floor, the writing desks are along the walls: there are four pupil-teachers. 4. The discipline is very fair. 5. The methods of teaching are those ordinarily pursued in the schools I visit, and there are four apprentices. 6. The mistress, Mrs. Nutter, is the wife of the master; she has obtained a certificate, and she is a person of moderate attainments. 7. This school is driving its point of numbers, and the appearance of the school is pleasing.
2 July	Lancaster, St. Thomas, Boys'	80		50	90	1. Two sets of parallel desks of two rows each, loose benches and box seats. 2. There is some want of books. 3. Only one pupil-teacher at present. 4. Fair. 5. Usual. 6. The master, Mr. James Eubulus Roberts, has a certificate. 7. The numbers rather smaller than they were last year.
"	Girls'	40		70	150	1. Work-table, two sets of parallel desks of two rows in depth, loose benches. 4. Moderate. 6. Miss Emma Louisa Poulton seems at present in delicate health.
3 July	Boys'	50	19	29	60	1. Stone floor, master's desk, four very long and inconvenient parallel desks. 2. Fair supply. 3. There are two pupil-teachers in the school. 4. Pair. 5. Usual. 6. Mr. Robert Newman has got a certificate.
8 July	Boys'	202	100	100	250	1. The school is held in a room temporarily fitted up, while the new school is in course of erection. 3. There are only three pupil-teachers at present. 7. This school is in a transition state at present, inasmuch as new rooms are being built, and a new master is likely to be appointed.
11 July	New Oswaldtwistle, Lanc.	69	21	34	83	1. Stone floor, writing-desks along the wall, loose benches and seats. 2. There is a tolerably fair supply of both. 3. The master, Mr. Gladman, is not an apprentice at present, and only one candidate. 4. Seems tolerably fair. 5. Usual. 6. The master, Mr. Gladman, was at the National Society Institution at Westminster for a time; he has not got a certificate. 7. This is a mixed school of boys and girls, too much separated, in my opinion, and there is consequently a needless and injurious multiplication of classes; there are 61 half-timers and teachers in the school. The late Sir Robert Peel contributed to the church and schools here, as he owned a good deal of property in the district.

Tabulated Reports, in detail, for the Year 1850, on the Schools inspected by the Rev. W. J. Kennedy—continued.

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		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
75. Oswaldtwistle, Cabbia End. . . . Mixed.	1850 10 July	94	24	85	94	1. Stone floor, master's desk, one double writing desk, loose benches, clock, book-closet. 2. There is a fair supply of both. 3. Six open square classes: there is only one apprentice at present. 4. Fair. 5. The usual methods of teaching are employed with the aid of one apprentice and monitors. 6. Mr. Walton has not been trained and has not a certificate. 7. There are 27 half-timers in this school; the school is for boys and girls mixed, but the girls do not learn needlework in school, and there is no seamstress; the neighbouring mill is now at work, and the number of scholars seem on the increase.
76. Bolton-le-Moors, Emanuel District. Girls.	16 July	84	38	50	105	1. Work table, three writing-desks forming three sides of an open square, loose benches and box seats, book-closets, fireplace, pegs in school for shawls and bonnets, clock, stone foot. 2. There is some good supply of books and apparatus, a few more small black boards would be useful. 3. Give, air, or seven open square classes. 4. Fair. 5. Usual. 6. The mistress, Miss Torkington, appears to be a person of very fair attainments. 7. The children exhibited a greater want of accuracy than I like to find: there are 14 half-timers in the school. This school-room might perhaps be better ventilated, and there is an echo; the room is imperfectly separated from the boys' room, and the noise of the boys is very inconvenient.
" " Boys.	17 July	135	104	111	164	1. Master's desk, nine writing-desks so arranged as to form three sides of three open squares, benches and box seats, book-closet, gas, fireplace, stone floor. 2. There is now a good supply of books and apparatus, a few more small black boards would be useful. 3. The children are for the most part trained in seven open square classes. 4. The discipline of the school is good. 5. The usual oral and catechetical methods of instruction are employed, with the help of pupil-teachers and monitors. 6. Mr. Betworth, the master, trained at Battersea, appears to me to be competent for the office which he holds. 7. It is a difficult thing for an elementary school of this kind, to be able to draw any material and decided advances in the course of a year, to use the attendance is very irregular, and the children leave early, if this school shows no decided advance, neither on the other hand, has it improved. The actual loss of school, in ordinary attendance at this school is somewhat greater than appears by the numbers present at examination, there are therefore about 40 half-timers at the school. Perhaps the ventilation of this room is susceptible of improvement; there is an echo, which might perhaps be remedied.
77. Kendal. . . Boys.	23 July	211	127	150	232	1. Four sets of parallel desks on a gallery, also writing-desks along the wall, loose benches and box seats. 2. The apparatus is good, some more books are wanted. 3. Eleven classes only: four pupil-teachers at present; there are some candidates. 4. Fair. 5. The usual methods of teaching are employed, with the help of apprentices and monitors. 6. The master, Mr. Roberts, was trained at Chester, and has a certificate. 7. This school-room is very large, inconveniently so, in my opinion; there is an echo in it. The room is very hot in summer, and I fear must be very cold in winter. There is a covered play-ground, where the boys can play in wet weather: I wonder such covered play-grounds are not more common. This school was examined by me at a disadvantage, inasmuch as it had only just re-assembled after the holidays, and allowances must be made for this circumstance.

78. Brampton . Boys' .	36 July	127	52	93	125	1.	A set of parallel desks of three rows in depth has been added, but they are too long; I think 10 feet and a half, i. e. a desk for seven scholars, the proper length. 2. There is a good supply of books. 3. Open square classes. There is at present only one apprentice, but there are two candidates this year. 4. Good. 5. The usual method of teaching are employed with the aid of a pupil-teacher and monitors. 6. The present master, Mr. Anderson, was trained at St. Mark's, and has a certificate. He appears to me to be efficient. 7. The school appears to me to be improved since last year, owing to the little donations of the new master, Mr. Anderson. There is a very fair lending library attached to this school, which is open to the scholars.
79. Carlisle Central, Boys' .	29 July	62	102	73	65	1.	Some form, master's desk, table, two sets of parallel desks; on a gallery, each of three rows in depth; loose-benches and box-seats, book-closet, clock, class-room. 2. The supply both of books and apparatus is very good; improved since my last visit. 3. The children are arranged in three classes, and are taught partly in open square classes on the floor, and partly sitting at the parallel desks. 4. Very fair. 5. The usual oral and catechetical methods of instruction are employed with the help of apprenticed pupil-teachers. 6. The master, Mr. Rotherham, was trained at St. Mark's college, but he has not yet got a certificate. He seems a respectable person, of good manners and address, and tolerably intelligent and well informed; perhaps he may be a little wanting in energy. 7. The numbers in attendance at this school are diminished since last year; I have heard this attributed to the circumstance that about a year ago it was resolved that the children should pay 1d. a week instead of coming free; but it is on several accounts better that a small fee of this kind should be charged: more the managers supply the copy-books gratis, which is a great boon. What appears wanting is first, more of the school in looking up their feet, and second, more energy in the teaching of the children. But of the 62 boys present at my last visit, I should fear it might be somewhat difficult to get the school-room has been well cleansed and whitewashed since my last visit. 1. I should fear it might be somewhat difficult to get damp in winter; a new stove seems wanted.
80. Stanwix . Boys' .	30 July	102	38	30	97	1.	Work-table, one set of parallel desks of four rows in depth, also some writing-desks along the wall, loose benches, chairs and boxes, book-closet, stove, clock, lobby for bonnets. 2. The supply of books and apparatus is very much improved since my last visit. 3. The children are generally arranged in six classes in open squares on the floor of the room. 4. The discipline seemed rather deteriorated than otherwise. 5. The usual methods of teaching are employed with the aid of one apprentice and of monitors. 6. The mistress, Miss Mason, has not been regularly trained, though she was at the Westminster Institution for three months, about 19 years ago. I do not think she is particularly deficient in intellectual ability or attainments, but she is evidently not a skilful teacher or a successful school-keeper; she appears to me to lack energy, method, and tact, and the art of conciliating affection. Her energies generally seem to want rousing. 7. But in the same languishing state, as regards the numbers and the attainments of the children, as upon the occasion of my last visit. The school is going on, but in a slow way, and depending on a spirit.
81. Carlisle Central, Girls' .	29 July	62	102	73	65	1.	Some form, master's desk, table, two sets of parallel desks; on a gallery, each of three rows in depth; loose-benches and box-seats, book-closet, clock, class-room. 2. The supply both of books and apparatus is very good; improved since my last visit. 3. The children are arranged in three classes, and are taught partly in open square classes on the floor, and partly sitting at the parallel desks. 4. Very fair. 5. The usual oral and catechetical methods of instruction are employed with the help of apprenticed pupil-teachers. 6. The master, Mr. Rotherham, was trained at St. Mark's college, but he has not yet got a certificate. He seems a respectable person, of good manners and address, and tolerably intelligent and well informed; perhaps he may be a little wanting in energy. 7. The numbers in attendance at this school are diminished since last year; I have heard this attributed to the circumstance that about a year ago it was resolved that the children should pay 1d. a week instead of coming free; but it is on several accounts better that a small fee of this kind should be charged: more the managers supply the copy-books gratis, which is a great boon. What appears wanting is first, more of the school in looking up their feet, and second, more energy in the teaching of the children. But of the 62 boys present at my last visit, I should fear it might be somewhat difficult to get the school-room has been well cleansed and whitewashed since my last visit. 1. I should fear it might be somewhat difficult to get damp in winter; a new stove seems wanted.
82. Stanwix . Boys' .	30 July	102	38	30	97	1.	Five or six classes, chiefly taught in parallel desks. There are three apprenticed pupil-teachers, 4. Good. 5. The usual methods of teaching are employed with the aid of pupil-teachers. 6. The master, Mr. Jones, was trained at Battersea. He has not obtained a certificate, but he seems a good school-master. 7. The average attendance appears from the books to be more than was present at my examination. The mistakes were prevalent at the time. An addition has been made to the building since my last visit, and some parallel desks have been introduced. 1. Some floor, work-table, two sets of parallel desks on a gallery, also work-flaps along the wall, loose benches, chairs and boxes, book-closet. There is too a class-room, which is now fitted up at an infant-school. 2. Good supply. 3. Four, and besides an infant-school. There are four apprentices. 4. Good. 5. The usual methods are employed with the aid of four pupil-teachers. 7. Some improvement has been effected in the premises by the removal of an open sewer. Moreover I fear that over a good class-room has been added to the girls' school, and used as a kind of infant-school.
83. Carlisle Central, Boys' .	31 July	121	40	80	119	1.	One set of parallel desks on a gallery, loose benches. 2. Fair supply. 3. These classes in open squares, and one in a parallel desk. There are two apprenticed pupil-teachers, and one candidate. 4. Moderately fair. 5. The usual methods of imparting knowledge are employed, with the aid of pupil-teachers and monitors. 6. Mr. Johnson, the master, was not trained anywhere, nor has he obtained a certificate. 7. The room is rather too small for the numbers.

Tabulated Report, in detail, on Schools inspected by the Rev. W. J. Kennedy—continued.

NAME OF SCHOOL.	Date of Inspection.	Present at Examination.	No. of Children			GENERAL OBSERVATIONS.	
			Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.		
81. Carlisle, Christ- church, " Girls "	1850 31 July	67	37	70	77	1. One group of parallel desks on a gallery, loose benches, 2. Fair supply. 3. Four classes; one apprentice, and monitors. There is one candidate for apprenticeship. 4. Fair. 5. Usual, with help of pupil-teachers. 6. The mistress, Miss Hawes, was trained at the Home and Colonial Institution; she has not a certificate. 7. The district in which the school stands is poor.	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Management. 5. Methods. 6. Master and Mistress. 7. Special.
" Infants "	"	65	31	40	80	1. Infant gallery, tables. 2. Fair supply. 3. There are two apprentices. 4. Adequate. 5. Usual. 6. Miss Milliner was trained by the Home and Colonial Society,—she has not a certificate.	
82. Carlisle, Trinity. Boys "	2 Aug.	135	43	71	140	1. One set of parallel desks on a gallery, loose benches, boxes and stools. 2. Fair supply. 3. Four classes. There are three apprenticed pupil-teachers. 4. Fair. 5. The usual methods are employed with the help of pupil-teachers. 6. The master, Mr. Manley, was trained at Wells and Westminster. 7. The first class in this school have been well taught during the past year. There were ten in the first class and eight of them were in it last year. The district in which the school stands is poor.	
" Girls "	"	71	30	50		1. Writing-desks along the walls, loose benches, boxes and stools. 2. Fair supply. 3. Four open square classes. Two apprenticed pupil-teachers. 4. Fair. 5. Usual. 6. The mistress, Miss Broomfield, was trained by the Home and Colonial Society,—she has got a certificate. 7. This school is now purely a girls' school, and not for boys and girls mixed.	
83. Whitehaven, Trinity. Boys "	5 Aug.	109	62	97	139	1. Stone floor, master's desk, writing-desks along the wall, loose benches and stools, boxes for books, stove in centre of room. 2. There is a fair supply of apparatus, but a great deficiency in books. 3. Eight classes in open squares: three candidates for the office of pupil-teacher. 4. Pretty fair. 5. The usual methods of imparting knowledge are employed by the master with the help of monitors. 6. The master, Mr. Pennington, was trained at Chester for a year,—he has not got a certificate. 7. The races at Ravensglass were said to diminish the attendance on the day I examined this school. There is some life in this school, but there is great room for improvement. More books are indispensable. There is want of better ventilation in this room.	
" Girls "	6 Aug.	95			96	1. Wood floor, desk for mistress, writing flap along the wall, loose benches and stools, book-closet, stove, clock; N.R., some bonnet pegs are required. 2. There is a very great want of books. There is also a want of a work-table with drawers, of maps, and of some small black boards. 3. Classes in open squares. There are four candidates for the office of pupil-teacher. 4. Good. 5. The mistress employs the ordinary methods of imparting knowledge, with the help of monitors. The mistress, Miss Ould, was trained at Whitehalls, and has a certificate. 7. There is some want of better ventilation in this room. There is so great a want of books that a supply of them should be made a condition of apprenticing pupil-teachers. This school will, I think, improve if Miss Ould remains and continues to take pains. It was described to me as being at a very low ebb in all respects before Miss Ould came.	
84. Cockermouth, Mixed	7 Aug.	81	90	100	90	1. Six sets of parallel desks, not on a gallery, and each set of two rows in depth. 2. There is some want of books. 3. This is a mixed school; there are two apprenticed pupil-teachers. 4. Moderate. 5. Usual. 6. Mr. Smith, who was here last year, has gone to St. Bees. The new master is a Mr. Houghton; he was trained at Chester, and has a certificate. 7. I did not find this school improved since last year; I fear the late master, Mr. Smith, cannot have taught the	

children skilfully,—they are not well grounded. An infant-school has been added since I was last here, and the girls learn needlework under the mistress in an afternoon; this is an improvement since I was last here.

1. There are desks and benches, but they are not made or arranged on the best plan. 2. Fair supply of books. A large framed slate, and a black board and easel, would be a valuable addition to the apparatus. 3. The present furniture of the room makes it difficult to organize the school well. There is one pupil-teacher. 4. Very fair. 5. The usual methods of imparting knowledge are employed by the master, with the help of a pupil-teacher. 6. The master, Mr. Routledge, appears to me to be a painstaking person, as far as I could judge. This school is chiefly supported, I believe, by Henry Howard, Esq., of Greystoke Castle. The numbers in attendance would have been greater, I believe, but for the hay harvest, which was going on. The master appears to be teaching the boys very fairly. It might probably be an advantage to the girls of the village if they were taught along with the boys.

1. Stone floor, master's desk, desks along the walls, facing into the room; also a large double desk down the centre of the room, book-closet. 2. There are no maps, and no black boards or framed slates; a few more numbers too of the books which they have are wanted. 3. Defective. 4. Seems very fair. 5. The master, Mr. Hodgson, was not trained anywhere, but he has got a certificate. He appears a sensible and good tempered person. 6. Owing to the difference between this school and those which I usually visit, it would not convey a true or fair description of it, if I were to fill up the usual table. The master, Mr. Hodgson, is working harder and doing more than would appear by the statistics of that table. In addition to the children at the bottom of the school, there are some half-dozen youths of various proficiency at the top, who are learning classics and mathematics, and who take up a great deal of Mr. Hodgson's time. I am told that there are many little village schools like this in Cumberland, and that they have sent forth many a successful man to the University. There happened to be present at my visit a clergyman who had been educated in this little village school, and who is now fellow of a college at Cambridge. Whether Mr. Hodgson would not be better employed in making this more strictly an elementary school is another question.

1. Two sets of moveable parallel desks have been added since my last visit. 2. There is a fair supply of both; some more benches perhaps would be an advantage. 3. The organization is better than when I was here before. There are three apprenticed pupil-teachers. 4. Pretty fair. 5. The master employs the ordinary methods of imparting knowledge, with the aid of three pupil-teachers and a monitor. 6. The master, Mr. Kay, has not got a certificate. 7. This is a free school, and the managers find the copy-books. It would probably be an advantage to the school if the scholars paid a uniform 1d. a week. The upper children in this school were too much subdivided, and the lower children not sufficiently so, at the time of my visit; the first three classes would have been better in two classes, and the two lower classes in three classes.

1. Desk for mistress, some parallel desks of two rows, tables and chairs, book-closet, bonnet-room, clock, loose benches. 2. Fair supply of both. 3. Five classes. There are two apprentices and a candidate. 4. Very fair. 5. The mistress employs the usual methods with the help of pupil-teachers and monitors. 6. The mistress, Miss Cain, seems to take great pains. 7. This school is decidedly improved since last year. This school, like the boys', is free, but the scholars find their own copy-books.

1. There is an awkward group of parallel desks of five rows in depth, not on a gallery, loose benches and stools. 2. Very fair supply of both. 3. Mixed school, seven classes, the children are classified differently, according to the subjects they learn. I dislike this plan; there are two apprenticed pupil-teachers. 4. Fair. 5. Usual methods of imparting knowledge, with help of pupil-teachers and monitors. 6. The master, Mr. Waterson, was not trained anywhere, and has not a certificate. 7. The more I see of this system of classing children differently, according to the different subjects which are being taught, the more I dislike it. The plan appears to produce great confusion in a school, and to fail in other respects; it fails in this school. I found the children of this school particularly deficient in numeration and notation. 1. There are two sets of parallel-desks of three rows each, loose benches and stools. 2. Fair supply of both. 3. Mixed village school, arranged in four classes; there are two apprenticed pupil-teachers. 4. Fair. 5. 6. The master, Mr. R. Gilmour, is about to leave. I believe he means to enter the Chester Training School. This is a very retired village school on South Barrie Mountain.

85. Greystock, Boys' . . .

8 Aug.

29

17

18

86. Watnall, Boys' . . .

9 Aug.

29

12

60

87. Malw, Castletown, Boys' . . .

19 Aug.

78

11

16

88. Malw Balamalla, Mixed . . .

20 Aug.

86

16

19

89. Grenaby, Mixed . . .

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48

29

24

Tabulated Report, in detail, on Schools inspected by the Rev. W. J. Kennedy—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months. In ordinary Attendance.	
90. Port-le-Mary . .	1850 21 Aug.	70	10	85	1. Master's desk, four sets of parallel-desks of two rows deep, and having a bench in front for a third row of boys, loose benches, two fire-places, clock. 2. Very fair supply of both, but a few more maps and two more black boards would be useful. 3. Four classes at parallel desks. There are three candidates for the office of pupil-teacher. 4. Good. 5. The master employs the usual methods of imparting knowledge, with the aid of monitors. 6. The master, Mr. Binus, was trained at Battersea; he has a certificate, and appears to me to be doing his work very well in all respects. 7. This is a new school, in the populous fishing hamlet of Port-le-Mary, in the parish of Kirk Christ Rushen. The room is good, and is beautifully situated on a cliff overlooking the bay: it is a school for all the elder and advanced boys of the parish, for there is a junior boys' school near the parish church. This school has been opened about a year, and is evidently doing much good; the numbers will doubtless increase, the boys are being very well taught, and I had much satisfaction in examining it.
91. Arbury	"	70	12	6	1. Master's desk, one double writing-desk, also a writing-desk along the wall, loose benches, book-closet. 2. Greatly improved since last year. 3. Four or five classes; there is one pupil-teacher and one candidate. 4. Pretty fair. 5. Ordinary, with help of one pupil-teacher and monitors. 7. I think this room might be made more of, by improved furniture and a different collection of classes.
92. Rushen . . Girls' .	22 Aug.	46	13	29	1. Work-table, one double writing-desk, loose benches and stools, book-closet, clock, fire-place. 2. Defective supply. 3. Four classes: three candidates for the office of pupil-teacher. 4. Fair. 5. Usual.
93. Peel . Mathematical	26 Aug.	39	7	22	1. Master's desk, two sets of parallel desks of four rows each, class-room. 2. Sufficient supply of 18th. 3. Three classes: one pupil-teacher. 4. Pretty fair. 5. Usual methods, with help of an apprentice. 6. The master, Mr. Lewin, has a certificate. 7. The reading is somewhat better than it was last year; I should like to see more attention paid to grammar and etymology; the mathematical part of the instruction is good.
94. Peel, National, Mixed .	27 Aug.	152	38	39	1. Master's desk, writing-desks along the wall, loose benches and stools, book-closets, clock, two fire-places. 2. Fair supply. 3. This is a mixed school, a sempstress attends four afternoons in the week; the organization is improved since last year; there are four apprentices. 4. Very fair. 5. Usual. 6. Mr. Cowley appears to me a pains-taking deserving master, he was not trained anywhere. 7. This is a thriving creditable school; better rooms are wanted for a large school, or rather an infant-school for the junior children.
95. Foxdale . . Mixed .	28 Aug.	160	67	58	1. Master's desk, six sets of parallel desks two rows deep, loose benches and chairs, large class boxes, clock, stove. 2. There is a good supply of both, but two more small black boards with easels would be useful. 3. Mixed school, but no sempstress; six classes; three pupil-teachers, and one candidate. 4. Good. 5. No peculiarity. 6. The master, Mr. Pinder, was trained at Battersea, and has a certificate. 7. Though the attainments of the children in this school are not great, it is a merit, that equal attention seems paid to all the classes: the reading is improved since last year: a teacher's residence has been built during the year.

96. Kirkpatrick, Boys'	29 Aug.	55	11	20	70	1. Master's desk, parallel-desks, six rows deep. 2. Very fair supply. 3. Three or four classes; one pupil-teacher. 4. Moderate. 5. Usual. 6. The master, Mr. Bold, is highly spoken of by the manager for his steadiness and attention to his duties. 7. This is a retired village school, which has not been given a good start until the last year, and therefore allowance must be made for its imperfections; the attendance would, I am assured, have been much larger, but for two causes, viz., harvest time, and a very wet day.
96. Kirk Andrus, Boys'	2 Sept.	20	.	.	.	1. Master's desk, writing-desk along the wall, also two double writing-desks, loose benches. 2. Deficient supply, no black board or framed slate. 3. The number in attendance was so small that I could not perhaps judge decidedly of the organization, but as far as I could judge it is very indifferent: there are two apprentices. 4. Very moderate. 5. I have no doubt but that the master, Mr. Cannell, is a man of good principles and character, but, according to the best judgment I can form, it would be a blessing to this important parish if he would retire from his office of schoolmaster. I am sorry to speak so decidedly, but I say it with the less reluctance as I believe Mr. Cannell is by no means dependent on the school for support. 7. The small number of children at my examination is partly to be accounted for, I believe, by the circumstance of its being the largest time. I was told that all the boys in the 1st class who were present were boarders of the master, except one, and not natives of the parish.
98. Sulby . . . National	3 Sept.	77	40	40	70	1. Master's desk, two sets of parallel desks, of three rows each, on a gallery, loose benches, clock. 2. There is a good supply of both. 3. This is a mixed school; there is a young woman who teaches the younger children in the morning and instructs the girls in needlework in an afternoon, one apprentice, and two candidates. 4. Very fair. 5. Usual methods, with help of a pupil-teacher. I entertain a great respect for the moral worth and good sense of the master, Mr. Martyn.
99. Ramsey . . . Girls'	4 Sept.	98	.	.	90	1. Raised platform, with desk for the mistress, and book-closet, writing-desks along the wall, loose benches, chairs, and boxes. 2. Very fair supply. 3. Seven or eight open square classes: one pupil-teacher. 4. Good. 5. Usual, with help of apprentice. 6. The mistress, Mrs. Spranger, seems a worthy person. 7. The needlework is the best part of the school.
" Boys'	5 Sept.	74	10	45	70	1. Master's desk, two sets of parallel desks of three rows each, on a gallery, loose benches, closet, clock. 2. Fair supply, but there is some want of good reading-books for the headclass. 3. Five classes; there are two candidates. 4. Fair. 5. Usual methods of teaching, with help of monitors. 6. The new master, Mr. Henderson, was trained at Battersea. 7. The school is about to be removed into a very fine new room.
100. Douglas, Atholl St., Isle of Girls'	9 Sept.	137	40	100	130	1. Raised platform with desk for the mistress, writing-desks along the walls, loose benches, class boxes and stools, book-closet, clock, stove. 2. Good supply of both. 3. Seven or eight classes in open squares: there are two apprentices and one candidate for apprenticeship. 4. Very fair. 5. This new mistress employs the usual methods of teaching, with the aid of pupil-teachers and monitors. 6. The mistress, Miss Rose Hannah Smith, was trained by the Home and Colonial Society; she has not got a certificate. 7. The number of children in attendance at this school is about doubled since my last visit.
" Infants'	"	101	24	30	125	1. Desk for mistress, table, infant gallery, loose benches. 2. Adequate supply. 3. The usual organization of infant schools: there are two candidates for apprenticeship. 4. Very fair. 5. Usual.
" Boys'	10 Sept.	163	36	84	197	1. Raised platform with master's desk, two sets of parallel desks on a gallery, five rows in depth, loose benches and box seats, clock, stove. 2. There is now a good supply of both. 3. Eight classes: there are three pupil-teachers at Battersea to the master, and there is one candidate. 4. Good. 5. Usual. 6. The master, Mr. Hind, was trained at Battersea. 7. This school-room is much improved, since my last visit, by the substitution of a good wooden floor for a bad brick floor, and by the introduction of some parallel desks on a gallery; the number of scholars too is much increased.
191. Douglas, St. Barnabas	11 Sept.	123	44	109	130	1. Master's desk, two sets of parallel desks if three rows in depth, loose benches, class boxes and stools, clock; a stove will soon be added. 2. Books very deficient at present, but a new supply will soon be added; apparatus good. 3. Seven classes; two pupil-teachers, and two candidates. 4. Very fair. 5. Usual. 6. Mr. Green was trained at Battersea, and seems to be discharging his important duties steadily and successfully. 7. The size of the boys' school-room has been more than doubled during the past year-by taking in the infant school-room; I dare to say too, that the boys in attendance have much increased since my last visit.

Tabulated Report, in detail, on Schools inspected by the Rev. W. J. Kennedy—continued.

NAME OF SCHOOL.	Date of Inspec- tion.	No. of Children	Examination.			Attendance.		
			Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.		
Douglas St. Barnabas. " " Infants' Girls'	1850 12 Sept. 13 Sept.	102 46 94	46 80 45	40 80 108	120 108			
102. Farnworth, Girls'	21 Oct.	91	.	.	84			
103. Halsall . Boys'	22 Oct.	51	19	18	56			
" " Girls'	" "	39	.	15	39			
104. Colne. . . .	23 Oct.	.	.	.	.
105. Downham ..	24 Oct.	.	.	.	.
106. Warrington ..	25 Oct.	.	.	.	.
107. Whittington, Boys'	27 Oct.	51	8	20	56			
" " Girls'	28 Oct.	.	.	.	.
108. Rudland ..	29 Oct.	.	.	.	.
109. Burnley St. Paul.	30 Oct.	.	.	.	.
110. Habersham. All Saints, Boys' Girls' Infants'	31 Oct. 1 Nov.	.	.	.	.

GENERAL OBSERVATIONS.

1. Desks and Furniture. 2. Book and Apparatus. 3. Organization. 4. Instruction and Discipline.

5. Methods. 6. Master and Mistress. 7. Special.

1. Table, infant gallery, clock. 2. Very fair. 3. The usual organization of infant-schools. 4. Good. 5. Ordinary. 1. Work-table, a set of parallel desks six rows deep, loose benches and class boxes, book-closet, clock, there will be stores. 2. Books rather deficient, apparatus good. 3. Five classes, two apprentices, and two candidates. 4. Very fair. 5. Usual. 6. The mistress Mrs. Green, is the wife of the master. 7. I was told that the attendance would have been larger, but for the mists and harvest time. The room is enlarged since last year.

1. Desk for mistress, infant gallery, writing desks along the walls, benches and chairs, &c. 2. There is a very fair supply of both. 3. Four classes: two apprentices. 4. Fair. 5. Usual. 6. The new mistress, Miss J. Irvine, has not got a certificate. 7. This school-room is much improved since my last visit by the addition of a new wood floor in place of flags; something has also been effected in the way of ventilation.

1. Stone floor, master's desk, writing desks along the walls, loose benches and stools. 2. Very fair supply. 3. Three classes; one pupil-teacher. 4. Very fair. 5. Usual. 6. Mr. Eccleson was trained at Chester; he has since got a certificate, viz., in 1847. 7. The boys imitate their reading very close, as is so often the case, especially, I think, in the rural districts.

1. Work-table, writing-desks along the wall, loose benches, and class boxes. 2. Very fair supply. 3. These classes: two candidates for apprenticeship. 4. Fair. 5. Usual. 6. Miss Evers was trained at Whitehalls; she has not got a certificate.

This village school continues to flourish in all respects.

This village school is going on fairly.

These important schools are improved since last year. The girls' school is the practising school of the training institution, and bids fair to come in time up to the mark: the building is excellent.

1. Stone floor, master's desk, writing-desks along the wall, loose benches and stools, clock. 2. There is a good supply of books and apparatus. 3. Four classes: there are two candidates for the office of pupil-teacher. 4. The discipline is very fair. 5. The usual methods of instruction are employed. 6. Mr. Coupland has not yet got a certificate; he seems a thoughtful, painstaking young man.

The girls' school in this place is proceeding in a satisfactory manner under the care of Miss Smith, who obtained a certificate of the first class this year.

I was prevented by illness from keeping my engagement with this school.

This is a poor struggling school, in a very poor place, which has been recently constituted an ecclesiastical district.

These schools are in much the same state as when examined on the 6th Nov. 1849, and an account of them will be found in the beginning of these tables. Since that time, however, a handsome new school has been built for the girls; and the removal of the girls out of the boys' room will give that additional room for the boys which I mentioned as being wanted. The new school-room is built on the property of Sir J. Kay Shuttleworth, at the expense of that gentleman and Mr. Dugdale, with the aid of public grants.

General Report, for the Year 1850, on the Schools inspected in the Counties of Chester, Salop, and Stafford, by Her Majesty's Inspector of Schools, the REV. J. P. NORRIS, M.A., Fellow of Trin. Coll., Cambridge.

MY LORDS,

THE number of schools under inspection in the counties of Chester, Stafford, and Salop is 242, excluding those aided by grants from the Lords of the Treasury previously to 1839; 93 of these have taken advantage of your Lordships' Minutes of 1846, and are in the receipt of annual grants in payment of apprentices, or in augmentation of teachers' salaries, or in both, in the proportions indicated by the following table:—

COUNTIES.	Number of Schools in receipt of Annual Grants.	Number of Pupil Teachers.		Number of Certificated	
		Boys.	Girls.	Masters.	Mistresses.
Chester	39	71	40	18	6
Stafford	38	63	37	15	5
Salop	16	28	10	8	1
Total	93	162	87	41	12

To this class of schools I was instructed to direct my first attention. For six months previous to the date at which I entered the district, the inspection of these schools had been, I believe, almost entirely suspended; and for some time my visits were necessarily in arrears of the date at which the payments were conditionally due. This was manifestly hard upon the parties locally interested in the schools, and will not, I hope, occur again.

In consequence of a change in the date of the pupil-teachers' indentures in several of the schools, it became necessary for me to visit 36 schools twice in the course of the past year.

For these reasons the time left for cases of simple inspection has been much more limited than I could have wished. The number of schools having neither apprentices nor certificated teachers that I have been able to visit is 57, thus making in all 186 visits of inspection.* These inspections, together with the other duties which have devolved upon me—viz. the examination of candidates for certificates of merit at Christmas and Easter, the inspectors' conference, the revision of papers, and

* More than half of these visits of inspection were to schools including a boys' school, a girls' school, and often an infants' school.

the preparation of this Report, have occupied the whole of my time since November, 1849, with the exception of Sundays, an interval of three days in Whitsun week, and three days of private business last month.

I have now the honor to lay before your Lordships a general Report of this work of inspection.* In an Appendix will be found some statistics relating to the particular schools, tabulated according to my instructions, with general observations on each. No part of my Report has cost me more labour than these notices of particular schools; they have been carefully extracted from my diaries and the forms which it has been my duty to fill up for your Lordships' information. I can hardly venture to hope that I have succeeded in observing a severely uniform standard throughout; but on the whole I believe they are a faithful record of the impression left on my mind by each inspection.

It might seem appropriate, by way of preface to my future Reports upon the state of education in the North Midland district, to give in this my first Report some description of the three counties which compose it. The physical geography, the distribution of the population, their employments and social condition are so intimately connected with the state of education, ~~that~~ I have found it impossible to study the one without having my attention forcibly drawn aside to the other; nor indeed can a Report on the latter be adequately understood without some general acquaintance with the former. I hoped to have been able to include such a description in this Report: but I have resolved for several reasons to postpone giving anything more than a most brief sketch of the external aspect of my district. One of the most useful lessons that I have learned from the experience of the past year, has been to mistrust generalisations; and I have not as yet such confidence in my own general impressions of the social condition of those three counties, as to justify me in giving them a place in this Report. Two minor reasons have also influenced me: one, that next year I hope to have the advantage of the new census; and the other, that the amended Factory Bill, which came into operation last summer, appears likely to introduce important modifications into the social relations of the manufacturing districts, the effects of which upon education it would now be premature to estimate.*

For the present therefore it will be enough to state that my district includes almost every variety of industrial employment. In Cheshire there is a large cotton and silk manufacture in the east; a sea-side population skirting the extreme west; salt-boilers along the Weaver navigation

* In Dukinfield and Staley I was told that the effect of the measure would be to increase the number of half-timers; this of course would materially affect the character of the schools.

occupying the centre; and dairy-farms, with a dispersed shoe-trade, in the south. In the north and south of Staffordshire, where the plateau of new red sandstone has been broken up, and the coal and iron-stone so made accessible, are two most important mining districts; extending southward from the most northern of these, along the valley of the infant Trent—and also working its own coal—lies the Potteries district; on the hills between the Potteries and Dove-dale, a sort of ancillary population, employed partly in grinding flint and working lime, and partly in agriculture; round the “black country,” as the iron basin, between Wolverhampton, Walsall, and Dudley is called, there is a ring of garden lands feeding the exhausted appetites of the forgers with the choicest vegetables; the rest of the county is mostly agricultural, supplying the markets of its three great hives of industry. Shropshire is divided by the Severn into two very dissimilar portions: in the north, a continuation of the Cheshire dairy-farms, succeeded by rich agricultural plains extending over the whole breadth of the county, and sloping southward towards the Severn; about the Wrekin and adjacent hills, another mining district very similar to those of Staffordshire. The southern division of this county presents a more striking geological configuration than any part of England with which I am acquainted; when I have been a second time over the ground I hope to be able to give a more graphic description of it, and to trace its influence on the population more definitely than my recent rapid view of it would enable me to do now.

In dismissing this most imperfect part of my Report, and deferring, for the reasons above stated, any description of the social condition of the people, I would refer to Mr. Tremenhore's recent Report on the mining districts of Staffordshire, as well as to pp. 177-180 and 199-205 of vol. i. of the Minutes of the Committee of Council on Education for 1846; with this reservation in respect of the latter authority, that whereas in 1846 the rapid extension of railways was giving an unusual impulse to the iron trade, I found it, on the contrary, much depressed; and whereas then the Potteries had hardly recovered from the great outbreak of 1842, during the past year they were most prosperous.

In proceeding to the more strictly educational part of my subject, I clearly need not apologise for the absence of any general estimate of the *progress* of education in the district. Any such estimate could only result from a comparison of one year's observations with those of another, and therefore cannot be expected in a first Report.

But it may be expected, and indeed is necessary in order to constitute this Report the basis, as it were, of subsequent Reports, that I should endeavour to establish at the outset,

with as much accuracy as I may be able, some standard according to which I propose to appreciate the efficiency of a school, and the state of education in a district. Such a disquisition, moreover, would seem a fit commentary on the special observations contained in the Appendix, and will as such be more peculiarly addressed to those locally interested in the schools there reported on.

I will adopt the common distinction of education into moral and intellectual, or, in other words, the education of the whole character, and the education of the understanding considered simply and by itself,* and begin with the latter.

It is evident that the *intellectual* efficiency of a particular school may be at once roughly measured and compared with that of another particular school by registering the results of an examination of the instruction given in each, and presenting them in parallel tables. And so on a larger scale in respect of districts, by comparing the percentage of children who are learning this or that branch of knowledge, we are at once enabled to say generally in which district the work of intellectual education is most advanced; or absolutely of any district, that it is in this respect above par or below par, as the case may be. Estimates thus formed are more easily dealt with than any other, and for general purposes, where nicety is not required, may be quite sufficient. But for the purposes of an Inspector something much more refined than this is necessary. I should conceive it most mischievous for masters and mistresses to suppose that we were content to estimate in this way the result of their labours in this department of education. For what do such tables represent? They represent the *quantity* of instruction given, while of its *quality* they say nothing. And even if we endeavour to include both by appending letters signifying "good," "fair," "moderate," &c., such a Report would, I believe, still be wholly inadequate to convey a true estimate of the intellectual efficiency of the school. I consider then the "observations" that accompany the statistics of instruction, a most important and necessary part of the Report on the intellectual character of a school. And I can well imagine an Inspector feeling obliged to report the intellectual condition of a school as unsatisfactory, although the statistics exhibited a more than usual proportion of children advanced in attainment, and represented the instruction given to them as good. This may appear paradoxical, and to require further elucidation. I am sorry to say that my memoranda and recollections of several schools in my district enable me at once to illustrate my meaning.

Of one school I find it recorded that the standard of instruction was high and the method of imparting it good, but that

* See Postscript.

the children seemed wholly unused to reproduce their knowledge, and consequently benefited little by it. In another the children's memories were well stored with facts, and facts of a good kind, but they had not been taught to digest them. In another the children were able to pass a creditable examination in a very fair number of subjects, but when I diverged from these they betrayed a striking want of general information and intelligence; whence I inferred that they had been taught in a routine and technical way. I need not multiply instances to prove how possible it is for a man to be qualified to give lessons on a given number of subjects very fairly, and yet fail to develop and exercise the intelligence of his children. I have been continually obliged to remind teachers that I would far rather see a child think out for himself an answer to a single new question, than give me two or three answers that he had learned by rote; and that the object of my examination was to test the children's intelligence much more than their acquirements.

Perhaps enough has now been said to explain this most important distinction between the *quantity* and *quality* of the instruction given in a school; and we may pass on to the second part of our inquiry.

All who have been in the habit of following the children of our elementary schools into their after life will agree that the amount or even the quality of the intellectual instruction given in a school is a very partial exponent of the school's real efficiency. In order to report on this aright, the first question we have to ask ourselves, on sitting down to collect and record the results of our day's examination, I conceive to be this—*Are the characters of the children in this school under good and healthy influences?*

To estimate these influences, or, in other words, to measure the value of the *moral* education given in a school or district, is a very difficult task. I have felt its difficulty, more or less, in every Report that it has been my duty to send to the office; and felt it with the more regret in proportion to my conviction of its paramount importance. On this account I may, perhaps, be allowed to state, as definitely as I may be able, what I have meant when, in conversation with school-managers or teachers, I have spoken of the *moral tone* of their school. I am the more anxious to do this, because my remarks have not seldom caused an aggrieved feeling, often produced surprise, and generally, I fear, been only partially understood by the masters and mistresses. Nor can I wonder at this; after conceding that a school is conducted in a business-like way, that the standard of instruction is fairly high, that the children have answered well on the gallery, have sung well, have gone through their drill with promptness, and, in short, have passed a very good examination, it seems unreasonable still to say that the school

has not pleased me, and to report accordingly.* It may happen that I have not time to explain fully what I mean; the teachers feel hurt, and those interested in the school go away thinking that the Inspector has set his standard extravagantly high. They would often, I suspect, be surprised if they knew what was passing through my mind—that, so far from regretting that the standard of instruction was not higher, I would willingly have it lower, if I could thereby raise the moral standard to a level with it. *Morally* I do not think our standard can possibly be too high; and I hope that, on consideration, my meaning will be understood when I re-assert that a school may accomplish all that I have supposed, and yet be doing its work unsatisfactorily. Something, it may be, strikes you in the first aspect or countenance of the school, and haunts you almost oppressively as you leave it,—something that makes you unable to say, “These children are in good hands.” There may be a want of honesty and soundness in the conduct of the school, which perhaps escapes a casual observer, but to a practised eye is revealed by many a tell-tale trifle. For instance, much may be learned from the manner of the children to their master,—just as one may ascertain the temper of a groom by watching the manner of the horse when he approaches. A master may whip his school into a fair state of docility against the day of inspection, but he cannot tutor the eye of his scholar to conceal the fact that on common days there is no friendliness between them. I have often remarked this difference between two schools, exhibiting, it may be, an equal degree of discipline and good order, that in the one it is clearly attributable to the moral ascendancy of the teacher, in the other to intimidation. The difference is not always due to the temper of the teacher. Of two teachers, equally good and conscientious, one may have the art of acquiring and maintaining this moral ascendancy, and the other, from the want of sagacity or of training, may be without it.

Another point to which the greatest significance may be attached in estimating the *moral tone* of a school, is the degree of confidence that may be placed in the children when they are not under immediate observation. Two schools may be equally orderly and equally well disciplined at the time of inspection, and yet it may be manifest that were the master away for five minutes, one would be in an uproar, while the other would go on just as usual.

Another mark which I am glad to observe closely in a

formation of the character of the apprentices, (2) the school as a place for their training.” I regard it as one of the many benefits arising from the pupil-teacher system, that it thus obliges us to take this view of a school’s efficiency.

school is how far the children seem to be in the habit of obtaining help from one another, either in the way of prompting in a whisper, or copying from each other's slates. I know many schools in my district in which a degree of truthfulness in these matters prevails, which, if proposed in theory, would to some people appear quite utopian.

But, above all, I study to ascertain how far the teacher is setting a right example in these respects. There is no one point in which teachers differ more widely, none that I watch more narrowly or with deeper anxiety. It is with great pain that I have been led to suspect that masters, who, perhaps, were loud in their lectures about truth, and scolded their children almost ostentatiously for the want of it, were at the same time themselves acting a lie throughout my examinations—leaving me to suppose that I was seeing the school in its ordinary aspect, when, as they knew, and as the children well knew, the whole was an exhibition “got up” for the occasion.*

The last point that I shall notice in this connexion is the degree of reverence displayed on religious subjects. And if in other things, much more is it true in this, that such as the teacher is, such also will the scholars be. If the master give a Bible-lesson, or a catechism-lesson, as he would give one on mental arithmetic, he must not be surprised if his boys soon learn to break the Third Commandment; or if, again, he read the school prayers in a tone more careless and familiar than that in which his children hear him addressing a chance visitor in the school, he must not wonder if complaints reach him of their irreverent behaviour in church. Another cause of irreverence is the habit of simultaneous answering. I am disposed to think that, on all subjects, the evils attending this method far outweigh its advantages: in religious lessons there can be no doubt about its undesirableness.

Such are a few of the most significant tests of what may be called the moral tone of a school, on which, unless I am mistaken, its real efficiency mainly depends.

By way of recapitulation, I may state generally, that the excellences which I value most highly in a school are—

* It is on this account that I deprecate the custom of making an examination an exhibition day. It may be very difficult really to deceive an examiner who is in a school almost every day of his life; but it is easy to impose on a ring of spectators, and lead them to fancy that the children are extemporizing answers to chance questions, when in reality both questions and answers have been carefully prepared and rehearsed beforehand. This is neither more nor less than a cheat, and the teacher is forcing his children to be knowingly a party to it. Such a teacher must not be surprised if his children try to cheat and deceive him in turn. I rejoice to be able to add that it is my firm conviction that in the case of my own examinations this has seldom been attempted; but I have reason to fear that in the public examinations which usually form a part of school festivals, something of this kind is too often the case; and it is my belief that the increased interest or additional subscriptions elicited by such exhibitions are a sorry compensation for the certain injury inflicted on the moral tone of the school.

thoughtfulness and intelligence in the children, cheerful and friendly relations between them and their teachers, and habits of discipline, truthfulness, and reverence.

Having then, as I hope, established in some sort a standard of criticism, I am in a position to proceed with an analysis of the statistical information which it has been my duty to collect and lay before your Lordships; and to draw from thence such inferences as may seem to have the most important bearing on the subject of elementary education.

The discrepancy between pupil-teacher schools, and non-pupil-teacher schools, is so uniform in my district, that I am induced to exhibit the statistics of the two classes of schools separately; an additional reason being that I have obtained returns from many more of the former class than of the latter, and, therefore, fairness requires that they should be kept distinct.

The following table exhibits the proportions of children learning the several subjects taught in our elementary schools, together with their ages. The table is calculated from the returns made from 91 pupil-teacher schools.

I am glad to be able to present to your Lordships these returns of age and instruction in juxtaposition. I confess that, placed thus together, they suggest to my mind reflections of the gravest import. I will first consider them separately, and in detail; and then speak of the inferences to which, after such consideration, their relation to each other will, I fear, be seen to point.

Age of Children.—It is impossible to read over the percentage of children of the several ages here exhibited without being struck with their extreme youth. In order to arrive at greater accuracy, and at the same time to exhibit the age of the children in the most favorable light, I have taken 50 pupil-teacher schools—perhaps the best in my district—partly in mining and manufacturing districts, partly in villages or country-towns. From their returns I have calculated that in the country schools only 28 per cent. are above 10 years old, and in the mining or manufacturing not more than 17 per cent.; and, again, that in the former the children stay at school 3 years on an average, and in the latter only 1½ years. These results, being taken from the better sort of pupil-teacher schools, give, it may be presumed, a higher average of age than would appear if all the schools in my district had been taken into account. Besides the generally low average of children's age, it appears from this, that precisely in those localities where schooling is most of all needed—in those hives of industry where the child's powers are sure to be most developed, in after life for good or for evil, there the children are the youngest

and their schooling the shortest. In those chains of blackened towns that form the Potteries and Iron-districts of Staffordshire, where the grimy operatives are often earning incomes equal or superior to those of our country curates, a bare year is considered enough for their children's schooling, and at ten years old their education is supposed to be complete! Nor is this all: it appears from reference to your Inspectors' Reports in previous years, and a comparison of the ages there given with those before us, that, instead of advancing, the age of the children has been perceptibly receding. And this leads me to the consideration of the second part of the table before us.

The Instruction of the Children.—If indeed the children only stay at school from one to three years, if this is the only term of schooling which they are to have to fit them to do their work in life as men and as Christians, how anxious becomes the inquiry into the amount and kind of education that is offered to them during this most limited period!

Now, at first sight, the table before us may seem to contain an answer to this inquiry. We turn to it, and find that of the children attending pupil-teacher schools all are learning to read and write; one-third are reading books of general information; nearly two-thirds are writing on paper; nearly one-half are writing from dictation; nearly three-fourths are learning arithmetic; more than one-fourth are beyond the first four rules; more than one-fourth are learning English grammar; more than one-third are learning geography; nearly one-fifth are reading English history; and nearly all the girls are learning to sew or knit.

By comparing these returns with the proportions of children learning these several subjects before the pupil-teacher system was introduced, as given by Mr. Moseley in his Report on the Midland district, for the year 1844 (Vol. II. page 497), we see that the average amount of instruction given in pupil-teacher schools in 1850 is about double the average in 1844. Even the warmest advocates of a high standard of instruction must, I think, now confess that in these schools the amount of instruction has reached a satisfactory point.

Before, however, we indulge in any feeling of complacence on reviewing this table, a further inquiry has to be made. Those who have felt disposed to agree with what has been advanced in a previous part of this Report about the true characteristics of a good school, will anticipate me when I say that this remaining inquiry is—whether this instruction is as good • in kind as it is large in amount, and *whether moral excellence is generally coincident with, and therefore indicated by, intellectual.* If the two are commensurate,—if quantity and quality, intellectual and moral excellence, are generally found to go together,—then, indeed, the above table would afford matter for congratulation; then, indeed, we might point to this class

of schools, and say, bring up all the schools of the district to this level, and your work will be done."

I have been most anxious to ascertain how far the two were coincident, and approached the inquiry with the liveliest interest. The great difficulty lay in this, that I was endeavouring to compare two things almost incommensurable; the one being represented by facts and figures, the other only by impressions left on my mind, or such indications as "discipline fair," "tone good," "school honest," and the like, put down at the time. Under these circumstances, the only method that appeared open to me was to make out two independent lists of the same set of schools; arranging them—in the one according to my own impression of the aggregate merit of each in respect of the excellences indicated on pages 6, 7; and in the other, according to such statistics of instruction as formed the basis of the averages exhibited on the above table. It happened fortunately, that I had by me a list of 24 schools, which I had made out some time ago, and judged, after careful deliberation, to be, on the whole, the 24 best schools in my district; I had arranged them in an order of merit, which I believed to be approximately just. This was done solely from general impressions of their moral and intellectual excellence, and without reference to statistics of instruction. It only remained, therefore, to construct another list, graduated according to statistics of instruction exclusively. In order to give greater range to the comparison, I included in this list 26 other pupil-teacher schools, making in all 50. The common measure adopted was the mean proportion of children learning history, geography, grammar, and writing from dictation. For instance, if my statistics gave me in a school of 84 children, 17 learning history, 28 geography, 21 grammar, and 38 writing from dictation, I took 26 as the mean number, and therefore 31 per cent. as the mean proportion learning all the four subjects. Mathematics I purposely excluded, as an element that would involve unfairness to the girls' schools. I confess that the collation of these two lists has surprised me much. I expected some discrepancy, but by no means to the extent that I have found. I am unwilling for obvious reasons to produce these lists; it is sufficient for the present purpose to say, that *on half* of the schools in my list of 24 were found *below par* in the list of 50; while of those *above par* in the latter, there were 10 which did not appear in the former list. In particular instances, the difference was still more striking, the schools which ranked 1, 2, 3, 4, 5, 6, in my first list, ranked 6, 13, 41, 34, 1, 33, in the other. It would therefore be generally correct to say that the chances were equal, whether a school's place in one list corresponded even approximately to the place assigned to it in the other.

I am particularly anxious that the inference which I venture

to draw from the comparison of these two lists should be explicitly understood. It has not shaken my confidence in either list. I still believe that each, according to its own principle of classification, exhibits a very fair graduation of the schools. The two classifications are professedly distinct in principle, standing to each other in the relation of *general to particular*. The question was, whether they tallied so uniformly as to allow of our using them interchangeably, and my conclusion is this:—that their coincidence is by no means to be depended on; in other words, that in one out of two cases we should fall into great error, if we were to judge of a school's general excellence by the statistical returns of instruction given in it. I wish to attach to these statistics their due value, but *no more than their due value*. They exhibit faithfully the amount of instruction given in a school or in a district; more or less faithfully, the acquirements of the children; and to a certain extent, perhaps, their intellectual cultivation; but they are *not* trustworthy exponents of the value of the education (in the right sense of the word) given in a school or in a district.

I am aware that this conclusion depends for its authority on the general accuracy of two classifications, one of which rests on certain impressions, for whose justice I am the only voucher, and therefore I cannot advance it with any degree of confidence, nor claim for it more attention than it merits from the extreme importance of the subject under inquiry; all that I can fairly expect is that it should lead us to verify much more accurately than we have hitherto, I believe, been in the habit of doing, the trustworthiness of statistical returns of instruction as measures of the value of the education given. I am aware also that it will be to many people, as it was to myself, a very disappointing conclusion. Such a measure of education was so eminently convenient for all purposes of calculation, and one that it will be so difficult to replace, that we cannot give it up without reluctance. But it is a disappointing conclusion in another sense, and in a far greater degree; and this leads me to the third consideration suggested by the general summary on page 496.

If the table of ages indicates, as I have endeavoured to point out, that our school children are of a younger growth than formerly, at all events that they are taken from school to work at a lamentably early period; and if the table of instruction, which appears by the side of the table of age, only exhibits—as I fear we have too good reason to suppose—the *acquirements* of the children, and by no means a co-ordinate training of character;—then, indeed, the relation of the two tables to each other would seem to force upon us an inference as disappointing as it is painful—that in order to cram a more than heretofore amount of acquirement into a shorter than

heretofore period of schooling, several of our teachers are sacrificing in a great measure all that makes education truly valuable to men as citizens and as Christians. And I am constrained to add, that this is precisely the impression left upon my mind by more than one-third of the higher order of schools that I have visited. I have too often found the teachers solely intent upon "getting their children on," that they might pass what they considered a good examination; and looked in vain for those graces of a school life—that truthfulness, gentleness, and animated intelligence, which are the characteristic features of a really valuable education. I have found them, in short, aiming rather at a forced development of one part of the child, than the co-ordinate education of the whole, and I am convinced that a moderate advance in the latter is infinitely preferable to any degree of disproportionate progress in the former.

This, my Lords, is the point of my Report to which I am most anxious to call attention. This is what I would gladly say to every schoolmaster and schoolmistress in my district—"If you wish to win the approval of their Lordships of the Committee of Council, or, what is far more important, if you are anxious to fulfil conscientiously the heavy responsibility which rests upon you as the educators of the next generation of Englishmen, give your first attention to the moral tone of your school and the character of your children, and postpone to this any ambition that they may be distinguished for intellectual acquirements in our Reports."

I cannot conclude this part of my Report without adding that this painful impression, made upon me by several of the schools that I have visited, owes much of its vividness to the contrast exhibited by many other schools in my district.

It would be as grateful a task to myself, as it would be a just tribute to these latter schools, if I could in any degree convey to your Lordships the feelings of pleasure and delight with which I have visited them. It is indeed in the power of schoolmasters and schoolmistresses to render the in some respects arduous business of an Inspector one of the most pleasurable in which a man can be engaged. To revisit a school, and see as one enters the smile of recognition that runs through all the children, and the more thoughtful welcome in the faces of the master or mistress and pupil-teachers—to find, as the examination advances, that the school is sound and healthy to the core—that the teacher has a thorough hold upon the children, and has succeeded in imparting to them his own spirit of truthfulness and gentleness—and, in conclusion, to be able to address to the school collectively a few earnest words of exhortation and encouragement, and feel sure that they will be understood—this is indeed an ample recompense for any amount of labour or anxiety.

It only remains that I should present to your Lordships a summary of the statistics which I have been able to collect from schools that have not as yet taken advantage of your Lordships' Minutes of 1846, with such observations as may most naturally arise from the consideration of them.

The number of schools in my district which have received grants in aid of building, fittings, books or maps, but not annual grants from your Lordships, is 149. Of these I have been unable, for the reasons assigned at the opening of this Report, to visit more than 57 during the past year. From the returns which I have collected from these schools I am enabled to give the annexed summary of acquirements and ages of the children, corresponding to the tables given for pupil-teacher schools on page 496.

Per Centage of Children learning														
Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Arithmetic as far as					
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Division.	Addition.	Numeration or Notation.
.	.	.	.	8	17	25	14	29	1	3	10	13	24	24

Per Centage of Children								Per Centage of Children aged								
Writing				Reading				7	8	9	10	11	12	13	14	
On Paper.	On Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.									
Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.					From Copies.								
1	43	3	29	46	25	43	25	48	49	13	12	12	7	4	2	1

From the limited time and attention that I have been able to bestow upon this class of schools, and the comparatively small number from which the percentages have been calculated, I cannot claim for these tables such a degree of accuracy as would justify me in making them the basis of any very important conclusions. In their general features, however, I believe they fairly represent the condition of non-pupil-teacher schools, in respect of age and instruction, and are at least *suggestive* of two inferences which it will be my business in subsequent years to verify.

First, that though the pupil-teacher system has *to a small extent* succeeded in retaining the children in our elementary schools to a more advanced age, yet in this respect the difference is not so great as was, I believe, anticipated.

Secondly, that it has raised the standard of instruction, and this in the lower rather than in the higher classes.

If the first be a correct result, it is manifestly desirable that some further expedients be resorted to in order to induce parents to leave their children at school for a longer period than is their present wont. The importance of this can hardly be overrated. It was hoped in 1846 that the chance of a pupil-teachership would operate as an incentive to a longer stay at school; but these tables and my own impressions would lead me to fear that, owing to the diminished proportion of pupil-teachers allowed in a school, this inducement has failed to influence the mass of parents. Some further inducements or enactments appear to be necessary, such as a general institution of prizes and exhibitions in our elementary schools, analogous to those in schools of secondary instruction, or the introduction of industrial training, or an extension of the Factory and Print-work Acts to other species of industrial employment, or, best of all, a general agreement on the part of employers to introduce an educational test into the labour-market. I would refer for some observations on this subject, and for an account of an experiment about to be tried in the mining districts of Staffordshire to page 32 of Mr. Tremenhoe's Report for 1850, before alluded to; and for some account of a self-supporting school in a manufacturing district to the letter subjoined to this report.

The second inference drawn from a comparison of the summaries points out very satisfactorily one of the most important results of the pupil-teacher system; in fact, *the* point in which it has been most eminently and confessedly successful. Perhaps it might not appear at once to a casual observer that the standard of instruction in pupil-teacher schools was much higher than in non-pupil-teacher schools, but on a closer inspection of the tables it will be seen to be the case, and that in the most satisfactory way possible.

It is not in history, geography, grammar, or the higher rules of arithmetic—that is, in the first-class subjects—that the great disparity is shown; but in the lower subjects which still engage the bottom of the school—in the percentage of children still occupied with their alphabet and spelling, or who have not yet begun to write on paper or cast accounts—that the pupil-teacher schools appear so far in advance of non-pupil-teacher schools.

Thus in pupil-teacher schools only 17 per cent. are left in the alphabet class;
 in non-pupil teacher schools 48 or nearly half;
 in pupil-teacher schools only 5 per cent. are writing copies on slates;
 in non-pupil-teacher schools 46 or nearly half are still so occupied;
 in pupil-teacher schools only 3½ per cent. appear *not* to have begun arithmetic;
 in non-pupil-teacher schools 25 or one-quarter,

Generally, then, it may be said that in non-pupil-teacher schools there is still a large residuum of ignorant children encumbering the lowest class, while the pupil-teacher system has at once acted powerfully upon this, and distributed it in solution, as it were, through the several classes of the school.

I am glad to be able to add that my own impressions—independent of tables of instruction—entirely confirm this result of statistical inquiry. It is one of the most striking points of contrast exhibited at first sight by the two classes of schools; and certainly, as I said before, one of the most satisfactory fruits of the pupil-teacher system. There are other points of contrast equally important and equally demonstrative of the excellence of this system, which cannot be represented in a table of statistics, as they affect rather the moral condition of the school. Every one who has had opportunities of comparing schools so organized with schools conducted on the old monitorial system, must have recognised the improved aspect, the increased order, the greater prominence and attention given to the lowest class, and, above all, the invaluable relief afforded to the master,—due to the replacement of monitors of 11 or 12 by regularly trained pupil-teachers between the ages of 13 and 18. The advantages, however, moral and intellectual, that have accrued to the cause of education from the Minutes of 1846, have been so frequently pointed out by your Lordships' Inspectors, and are in fact so uniformly acknowledged in my district, that it is unnecessary for me to say more on this subject.

I have now, my Lords, stated briefly such inferences as have appeared to me most obviously suggested by my experience of these two classes of school during the past year. In the course of that experience certain principles of what may be termed school criticism occurred to me, which I have endeavoured to enunciate by way of preface to these general inferences. I shall be glad if these two parts of my Report, resulting as they both do from the same series of observations, should be found to enforce and illustrate each other.

I am unwilling to conclude without mentioning one other impression which I find left upon my mind after this first year of inspection in the North Midland counties; I allude to the very great kindness of my reception in the district. And in this I wish particularly and gratefully to include the friendly welcome that I have almost uniformly met with on the part of masters and mistresses whose schools I have visited. Nothing has contributed more than this to relieve the difficulties of my task; nothing has so much encouraged me to look forward with increased pleasure to resuming it next year.

I have the honor to be, &c.,

I. P. NORRIS.

*To the Right Honorable
The Lord of the Committee of Council on Education,*

Postscript.—I rejoice to think that I may discard the once common distinction of education into *secular* and *religious*, as now exploded. It was a distinction as false in theory as it was productive of evil practically. It was false in theory, because as surely as school children are growing up into men, so surely are they growing up into religious or irreligious men; and whether into religious or into irreligious men, depends upon the religious or irreligious character of their education. To say that education can be neither religious nor yet irreligious, is therefore false. And, consequently, to say that a school can be merely secular, and in respect of religion neutral, that is, neither religious nor irreligious, is also false. And not only false, but most pernicious, in as much as the distinction has served to divide good and earnest well-wishers to education into two parties, jealous and suspicious of each other, and therefore unable to co-operate in the one good cause which is daily and hourly demanding our united strength.

I rejoice also to be able to add that I have observed a general abandonment of another most mischievous notion, viz., that the religious or irreligious character of a school depends on the greater or less amount of religious instruction given in it. Those engaged in education have begun at length to find out that it depends *much more* on the spirit in which the school is governed, and in which *all* the lessons are given.

APPENDIX.

(Copy of Letter from *Rev. W. Worth Hoare, Incumbent of St. Paul's, Staley.*)

Stalybridge,
12 February 1851.

MY DEAR SIR,

With reference to the pecuniary condition of my school, I am glad to say that it is now *quite self-supporting*, the income of the current year being at the rate of £101. 16s. 1d., while the master and mistress receive in salaries, exclusive of what they receive for pupil teachers, 117l. per annum. This income entirely arises from the payments of scholars. We have three different rates of payment, viz., 2d., 3d., and 4d. per week. The number of scholars paying 4d. per week is, at present, 45. All the scholars purchase their own books at a reduced rate, as paying something for them makes their owners careful of them.

Strict and regular payment of school fees is required from the scholars. To secure this with the least difficulty—for those who work in mills, I have made an arrangement with the masters by which the school-fee is deducted from their wages, and paid direct to the school.

Experience has taught me the expediency of raising the school-fees, and of requiring them to be regularly paid. The effect of these regulations has been to increase the numbers attending, and to promote regularity in attendance and diligence, as regards the scholars; and, as regards the finances of the school, the result is that the school is entirely self-supporting.

Before we were careful as to payments, &c., we were in continual difficulties as to funds, and the attendance was very irregular, particularly on the part of

those who were taken free, while many made it a habit to run in arrears about the time they were to leave school, and never pay. Observing the irregularity and carelessness of the free scholars, and how much more both parents and children valued what they paid for, as well as to prevent the immoral practice of leaving in debt, I adopted the present system. I was especially impressed by the following circumstance:—a poor widow had requested me to take her son as a free scholar; I did so, but he was irregular and inattentive. His mother came to me again, and asked me to charge for him, for she said, if he is paid for, he will value it more, and endeavour to get his money's worth by regularity and attention, but when he knew it cost nothing, he cared for it nothing. I did as she asked, and with the best effect upon the boy, and with similar success I have carried out the system of payments in the school at large.

I am convinced that free-schools would have an injurious effect upon the people, for they would destroy their independence, while the education received would not be valued, and unless attendance was made compulsory, it would be so irregular that in most instances very little education would be received. I have no doubt that schools where moderate weekly payments are required, will best promote the education of the people; but because there will be some who cannot pay even the small sum required, the poor-law officers might be given power to pay for such. If, besides, there were passed a law, that no child should be admitted to work in a mill who had not attended a school under inspection for one or two years, this would secure the *complete education* of the children in the manufacturing districts. So anxious are both parents and children for the latter to get into the mills, that I am sure this simple addition to the law relating children working in mills, would have the most beneficial effect. The masters would not object to it, for it would secure to them a better set than the ignorant lads and girls who now often go to the mills. It would remove the greatest obstacle to the efficiency of schools receiving factory children, which is, new children entering the mill, who never have learned even their letters, and have never been under any discipline. Such as these continually entering the school are a constant drawback to it. Were they always young persons who had already been at school for a year or two, the case would be very different.

I remain, &c.,
(Signed) W. WORTH HOARE.

The Rev. J. P. Norris,
H. M. Inspector of Schools, &c.

I wish to call especial attention to the foregoing letter, from one who, for twelve years, has laboured zealously and successfully, in a manufacturing population of more than 2000.

Nor is the school referred to a singular case. During the last year and a half nine town schools under my inspection have raised their fees with the best effect, and either are, or bid fair to be, *self-supporting*; while several of the *agricultural* schools in my district, by adopting Mr. Dawes' plan, have greatly increased their income, without raising the payments of the peasantry.

I hope in my next Report to be able to speak more confidently on this subject; my belief at present is, that there is no reason why our National schools, by one or other of these two plans, should not generally be made, in a great measure at least, *self-supporting*.

If this is true, its bearing on the question of an Education Rate is evident.—J. P. N.

APPENDIX TO REV. J. P. NORRIS' General Report.

The following description of the boys' school connected with Messrs. Chance's glass-works, extracted from a pamphlet printed, for private circulation, by the master of the school, at his own printing-press.

BEFORE proceeding to detail the methods employed in the school before-named, in teaching each of those branches of instruction hereafter to be noticed, I shall make a few remarks on two or three matters; attention to which, in a greater or less degree, I find of great consequence, in order to secure satisfactory results from the instruction given, whatever may be the mode pursued in imparting it. Ready as we all are, to admit the importance of the statement, that, if a person expect to succeed in the performance of whatever he desires to accomplish, it is absolutely necessary that he should concentrate his efforts, as vigorously as possible, upon the attainment of his object; and highly important to the teacher of youth, as is a just appreciation of the principle here indirectly inculcated, it is one nevertheless which, I believe, is more frequently and regularly neglected by us than probably any other of equal moment. "One thing at a time" would be a good inscription for the door of every school-room in which inscriptions are attended to; and it has occurred to me that it was by a due estimate of the value of this rule that our predecessors often instructed their scholars in those subjects which they professed to teach them, better than we do, with all our additional skill and appliances. They did not teach much, it is true; they did not give lectures on galvanism during the time specified for a reading lesson; nor did they compel their boys to learn geographical or other facts, when they should have been learning to write. And I am strongly of opinion that our new but generally opposite practice to this, requires revision. To send a child wandering into regions where he will be sure to lose himself, and to do this too when he is wanted particularly at home, cannot be right. As, however, a record of my own practice will probably prove a better exposition of my views than any remarks I can make, I shall at once state that, in giving a lesson on any subject, I endeavour to confine the attention of my children exclusively to that subject. If, for instance, I am giving a reading lesson, I do not, as a rule, examine upon the subject matter of the lesson, meanings of words and phrases, or give any information tending to elucidate any part thereof. These are matters which are of course attended to; they cannot well receive too much attention; and, for my method of dealing with them, I beg leave to refer to the chapter on reading. It will be seen that these remarks on the mode of teaching one subject are more or less applicable to that of teaching all others: and, from experience gained in its practice, I feel assured that the more closely it is adhered to in my own school, the more certainly am I enabled to count upon that sound progress in learning, which I am anxious to see. But I shall now proceed to make a few observations on another point, attention to which I have found of considerable service. I allude to the plan of allowing one or two subjects, for any period that may appear desirable, to occupy a much larger proportion of time than is usually allotted to them in our school work, and of becoming myself almost exclusively, for such period, a teacher of that subject or subjects. In giving effect to this point, however, some other of the ordinary branches of instruction must of course be either altogether omitted, or only allowed a subordinate position, until, in their order, they shall obtain the prominent regard due to them. In selecting the subjects for especial consideration, too, it is important to bear in mind that the study of one ought to form as great a relief as possible to the mental faculties, and the position of the body, required in that of the other; and that those matters of essential consequence, in the education of a child, shall be those chosen for this particular attention. Having practised the method here spoken of for a considerable time, I have no hesitation in expressing my opinion,

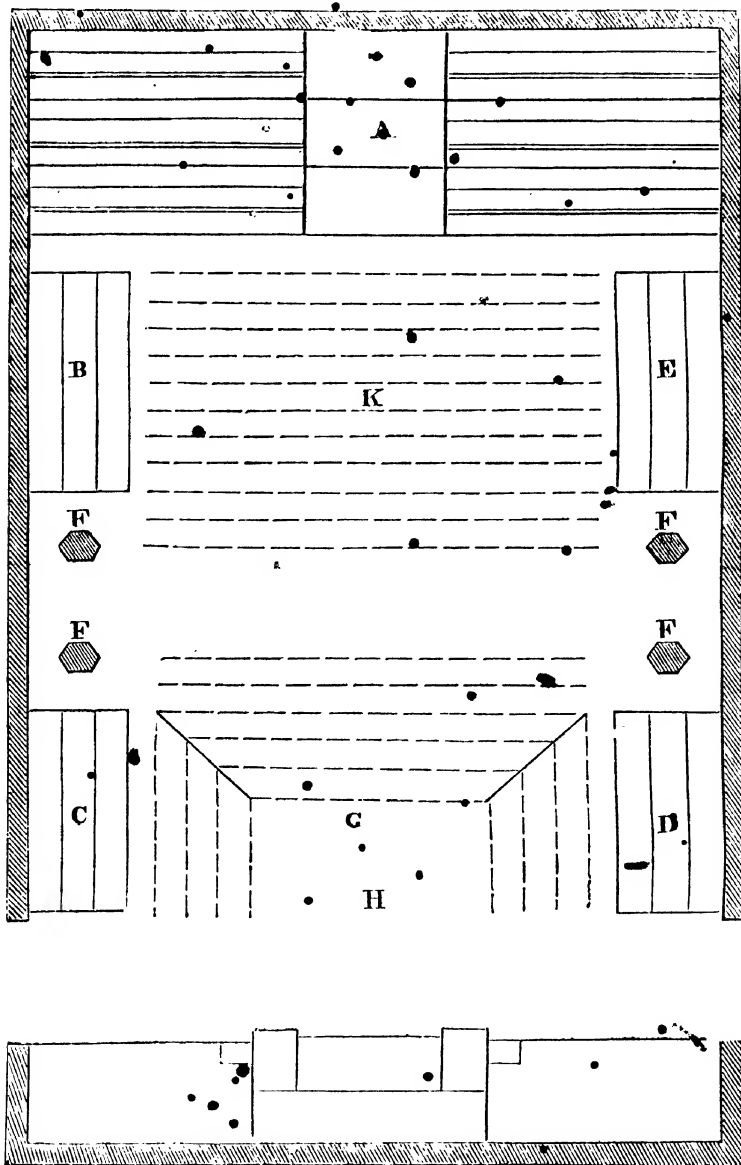
that, in its ultimate effects, it is far superior to that, which most commonly prevails, of devoting a small portion of time every day to the teaching of each branch of learning professed in our schools. As I have thus ventured to record my favourable opinion of a practice which I know to differ from that pursued by most of my fellow teachers, I beg leave to state one or two reasons, that I think may be advanced for the alleged superiority of the plan here commended to that last alluded to. And I think the superiority claimed for it may be properly and fairly traced to the fact that, when a teacher directs his energies and attention specially to one subject, and that for a considerable time, his expositions and illustrations are likely to be more forcible and apt than when the same energies and attention are being incessantly claimed and diverted by a number of subjects of different character; and, also, that the longer the time allowed for the study of any particular branch of learning, the greater is the opportunity afforded to the teacher of creating and sustaining an interest in the prosecution of the same, just when such an interest is particularly needed, perhaps in order to secure permanently some newly acquired principle or fact. How often has it happened, for instance, that, when a class has been poring over a sum for a considerable time, the teacher has discovered that the difficulty experienced by it has been caused from an imperfect apprehension of the principle upon which its working depended: applying himself to an illustration or two, the difficulty has vanished; the present, of all other times, is the best to impress the knowledge desired to be imparted; and, if the class be at once employed on a series of sums, depending upon, and illustrative of, the principle just explained, the probability is that it will be retained more permanently than it would be under any other circumstances. Independently, however, of the actual and immediate results that have ensued in my own school, and which would, I think, generally follow from the adoption of the two plans here recorded, I believe that a regular adherence to them would contribute more largely, than do those usually pursued, to produce that fixity of attention, application to business, and all those other habits of a similar kind, so important to man as a religious and intelligent being.

Arrangement of School-Room.

Annexed is a plan of the arrangement of the school-room in which I am engaged. The room will accommodate, comfortably, about 250 boys; being 60 feet long by about 33 broad. The present arrangements are for 160, although the number in attendance is about 180. At A are parallel desks, arranged on a gallery, as recommended some years ago, in the "Minutes of the Committee of Council on Education." B C D E are class-galleries, each capable of seating 40 boys. In front of every gallery, and about three feet from it, is a small platform, 12 inches in height, for the pupil-teacher, who is thus enabled to command the eye of every boy in his class; and, about the same distance from one of the sides, both of which are enclosed with curtains, is a cap-stand, indicated by F. The dotted lines at G represent the position taken by the entire school, when arranged for the daily scripture or any other collective lesson. The position of the teacher, whilst giving such lesson, is shown at H. In front of the teacher, when thus stationed, are the first and second classes; on his left the third, and on his right the fourth class. On each of the three sides, every boy is arranged strictly according to his height, the little boys forming the front rank, the next in height the rank behind, and so on. By this arrangement, a natural gallery is formed, and every boy in the school is easily seen, and, being close at hand, can be commanded and appealed to more directly than when stationed in a gallery. The dotted lines at K represent the position taken by each boy, in alphabetical order, at the opening of the school, both morning and afternoon. The floor is marked from one to the highest number required; each boy stands close to the number corresponding to that attached to his name in the register of daily attendance. During the

time occupied by me in inspecting faces, hands, and clothing, which is done twice a-day, two boys precede me with slates, on which are marked similar numbers to those on the floor, and make the letter A opposite to the number of every boy absent on the occasion. These marks of absence are then transferred to the register, and a list of absentees furnished by a boy who attends to this duty for a certain period. It may be well to add that the ordinary class register is not required. That used here is ruled for six weeks, and contains the name of every boy in the school, in alphabetical order; at the end of that, a new arrangement of places is usually necessary, in order to give the proper position to any new comer, or to fill up any vacancy that may have occurred during the preceding six weeks. Of the advantages resulting from the adoption of the arrangement here described, compared with those derivable from any other with which I am acquainted, I can say, without hesitation, that they are greatly superior. To one trying it as a whole, it would present at first a few difficulties, upsetting, as it necessarily must, most of the methods of preserving order, quickening diligence, &c., to which recourse has hitherto been had; but there is no difficulty connected with its adoption that a little perseverance and contrivance may not surmount. I need hardly say that I shall feel much pleasure in giving any information as to minor details, or to show the arrangements here described, to any desirous of obtaining, or seeing the same. I will observe generally, of the plan in question, that, when with a few minor improvements, to which it is certainly open, it shall be brought into fair operation, it will, I doubt not, be found capable of effecting, at least, as large an amount of good as any plan that prevails at this time. The facilities presented by its galleries for instructing large numbers simultaneously; the fact that the teacher can command and instruct this large number with far greater ease and benefit than he can one-half the same number when arranged around him on the floor; the provision that it makes for examining each class by questions suitable to its capacity, in giving a collective lesson; the opportunity it affords to the master to visit and instruct every class in his school, more frequently, or for a longer period, than he has before been able to do; and the means which it offers to pupil-teachers of making themselves practically acquainted with the art of managing and teaching large numbers of children; are some of its more prominent and, I think, peculiar features and advantages.

Sketch showing Arrangement of School-room, at Messrs. Chance's Glass-Works, in Spon Lane, Smethwick, near Birmingham.



SUMMARY (A).

. The numbers in each of the following Columns depend upon this first Column. The results given, being those of actual

No. of Schools inspected between Nov. 1, 1849, and 31 Oct., 1850.	Number of Children Accommodated.	Average daily Attendance.	Number of Children present at Examination.	Number of Certificated School-masters or School-mistresses.	Number of Pupil-teachers.	Per Centage of Children learning											
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Arithmetic		
															Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.
189	33,713	16,111	13,491	972	331	71	1.34	.29	3.88	14.6	19.37	34.88	27.4	32.13	3.25	7.38	16.3

SUMMARY (B).*

Aggregate Annual Income, as stated by Managers.				
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
838 6 6	4,834 11 8	2,219 4 9½	5,744 1 3	692 6 1

* Having reference to the 189 Schools of which the

SUMMARY (A).

Inspection between 1 November 1849, and 31 October 1850, must not be taken as complete accounts of the Inspector's District.

as far as			Per Centage of Children							Per Centage of Children aged									
			Writing			Reading				7	8	9	10	11	12	13	14		
			On Paper.		On Slates.	Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Mono-syllables.										
Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.					From Dictation or Memory.	From Copies.								
16.28	27.	26.24	4.58	59.81	19.65	36.72	5.8	32.26	40.52	34.97	67.17	36.42	15.6	4.08	12.32	8.53	6.16	4.16	2.73

SUMMARY (B).

Aggregate Annual Expenditure, as stated by Managers.				
TOTAL.	Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	TOTAL.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
14,328 10 3½	11,318 13 6½	1,204 1 1½	2,228 4 2½	14,750 18 10½

results of Inspection are given in the Summary (A).

r the year 1850, on the Schools inspected by the Rev. J. P. Norris, H. M. Inspector of Schools, &c.

NAME OF SCHOOL	DATE of inspec- tion.	No. of Children Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	GENERAL OBSERVATIONS.				
						1. Desk (and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	7. Special.
						5. Methods.	6. Master and Mistress.			
RE.										
Boys' Girls'										
Nov. 22, 1849, and June 17 and 18, 1850.		29 80	36 47	135 121		Excellent agricultural schools, partly industrial. Both the master and mistress have the art of gaining the affections of the children, and interesting them in their work. Instruction given in natural philosophy of a simple kind, drawing, and local history: these subjects seem attractive, and the result is, that the children remain at the school longer than is usual. The needle-work is good. The master and his pupil-teachers cultivate a garden very scientifically. The singing much improved at my second visit. Discipline firm and good. Certificated mistress; four boys pupil-teachers, three girls pupil-teachers.				
1850.						Boys' school under a Battersea master, and girls' school under a late pupil-teacher at Sandbach, have begun most auspiciously. The building is, I believe, to be altered.				
Oct. 4.						A small girls' school, with a pleasant cheerful aspect; but the mistress of limited attainment, and the standard of instruction very low: and here, as elsewhere, the attendance very irregular in consequence.				
Sept. 19						A mixed agricultural school, under an intelligent master. The children laboriously, with little or no interest in their work, stay a very short time, and irregular. The lower classes neglected. I think more might be done to render the school attractive. Certificated master.				
Jan. 29, and July 23.		59	18	75		Boys', girls', and infants' schools, under one roof. An intelligent and competent master, untrained, anxious to improve his school, and to have pupil-teachers. One boy pupil-teacher.				
Mar. 19 and July 25.			85	209		A small country school. Standard of instruction very low. Attendance very irregular. I was much pleased with the master, and hope he may be able to raise his school.				
Aug. 2						Might be an efficient and prosperous school, but shared at the time of my first visit the general depression of everything connected with Birkenhead. The master zealous and painstaking; the discipline and instruction of the lower classes satisfactorily improved at my second visit, and the school altogether wearing a more prosperous appearance. Certificated master; two boys pupil-teachers, one girl pupil-teacher.				
Nov. 13, 1849, and July 29, 1850.		90 67	140 159	84 63		Good substantial buildings, boys above, girls and infants below. The master clever and capable, but has not formed a sufficiently high estimate of what a school ought to be morally. The Bible used as a common reading-book in the lower classes. Certificated master.				
1850.										

9. Bollington, Boys' Girls'	Mar. 6, 86 Sept. 9, 95	60 63	65 69	97 120	Boys above and girls below, chiefly half-timers from the mills. The master an mistress both doing their work well, but not careful enough to draw out the native intelligence of the children: it were to be wished that they could be relieved from the charge of the night-schools. The girls backward in their religious knowledge, will improve with pupil-teachers. Certificated master, certificated mistress; two boys pupil-teachers, two girls pupil-teachers.
10. Bollington Cross, Boys' Girls'	Sept. 10, 40 50	.	.	.	A pretty stone building, used as a place of worship, with two transepts used as class-rooms; at one end, boys under a master, at the other, girls and infants under a mistress; two thirds half-timers. The fault of the school is the insubordination of the lower classes. Want of books; standard of instruction not high.
11. Carrington	Nov. 14, 51 1849, and Mar. 11, 1850.	19	18	61	A village school, under an intelligent master, deficient in enterprise; four or five foundationers. Extra payment for geography and arithmetic, many in consequence leave the school wholly ignorant of these subjects. Somewhat the school does not claim the respect it ought to do, and consequently the attendance is very irregular, and the children early drawn away to agricultural employment. Certificated master.
12. Chester, Christ Church, Boys'	1850. June 27, 44	67	56	50	A fairly efficient boys' school, under a promising young master, in one half of the building, with an admixture of seven or eight girls, attainments much above par. In the other half, a sort of nursery, under two clerical dames, with a number of older girls in it, learning almost nothing, not even to write. A re-organisation of this school is imperatively required. There should be a separate girls' school, under a trained mistress. Two boys pupil-teachers.
13. Chester, St. Mary's, Girls' Boys'	June 25, 136 75	124 70	49 60	.	I visited this school under circumstances that took away from the inspection half its interest; the pupil-teacher was gone, and the master and mistress were both leaving. If the new master is a man of spirit, he may make the school a very superior one. The building is excellent, the children are an intelligent set, and likely to attend well if an attractive kind of instruction is offered them. Certificated master; one girl pupil-teacher.
14. Chester, Diocesan School	Dec. 16, 145	.	.	.	This school is conducted with much energy, the drill is excellent, standard of instruction moderate. The want of pupil-teachers evident in the lower classes. Certificated master.
15. Chester, Franchising School	June 24, 100	82	68	96	A boys' school; carried on mainly by students in the Training College, with much activity, but noisy, and without due attention to details of discipline, the drill is very good, and attainments much above par.
16. Crewe . . . Boys' Girls' Infants'	Nov. 21, 81 1849, 104 and 85 May 23, 84 and 24 1850.	70 19 84	65 15 70	82 126 120	A large and most important set of schools; well cared for by the North-Western Railway Company. The clergyman's long absence, from ill health, has been felt, I think. Want of tone, especially in the boys' school. Insistence in the collective examination, and some rudeness. From the circumstances of the place these schools ought to be much above par, intellectually. Improved in tone and discipline at my second visit. The instruction in the girls' school very fair, but too technical, hardly sufficient attention paid to the needlework. It is proposed to graduate the payments according to the time the children have been at school, the new comers paying most, and the twenty who have been longest at the school being free. Certificated mistress; two boys pupil-teachers, seven girls pupil-teachers.
17. Congleton, St. James' Boys' Girls'	1850. Mar. 4, 98 and Oct. 2,	52	60	90	Boys: a promising school, under a good master. The children chiefly half-timers from the silk-mills; they seemed deficient in general intelligence at my first visit, but decidedly improved at my second; the master's collective lesson on Scripture was admirable. The girls' school suffering from a large admixture of infants; the needlework seemed to have been rather neglected. Both schools injudiciously furnished. Two boys pupil-teachers.
18. Congleton, St. Stephen, Boys'	Oct. 1, .	.	70	59	New schools; boys', girls', and infants', in a Peel district; population 4000, and increasing, as the demand for labour in the throwing mills is great, and the wages good. I have seldom seen a school started so energetically. The children buy their own books; and the school is likely to become, in a great measure, self-supporting. Certificated master; one boy pupil-teacher.

Tabulated Report, in detail, on Schools inspected by the Rev. J. P. Norris—(continued.)

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.							
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance. In ordinary last 12 months.	1. Desk and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	6. Master and Mistress.	7. Special.
19. Church Lawton, Girls' and Infants'	May 8	77	70	80	.	A very picturesque school in the park; comprising girls'-school, with a few boys mixed, and an infants'-school, laundry, and bake-house; industrial department very complete. The tone discipline, religious knowledge, and general instruction of the school, all satisfactory; the singing good, and children's manner throughout very pleasing; the mistress deserves great praise. Four girls pupil-teachers.						
20. Davenham, Boys'	Mar 19, and June 20.	54	21	34	50	Boys and girls separated by folding-doors. These schools are well cared for, and yet somehow they have a contracted look, and the children are backward. It is proposed to throw open the folding-doors, and make it one mixed school; as such it might improve, but both master and school want stimulus. One boy pupil-teacher.						
21. Delamere	June 20	.	10	12	94	A most satisfactory school, well cared for in every way; drawing from a set of forest children, who were considered hopelessly ignorant; the difference in countenance between those who had been a year or more at the school, and the new comers, bore most satisfactory testimony to the efficiency of the school; the first class would do credit to any school; the master deserves much praise.						
22. Dukinfield, St. John's, Boys' Girls'	Aug. 29	135 90	219 124	201 110	132 127	Handsome and good schools, comprising boys', girls', and infants' schools; cost altogether 2,000l.; in a cotton-spinning population. The master and mistress doing their work admirably, but overtasked by night-schools. The children very cheerful and intelligent; the number of half-timers increased since the new Factory Bill came into operation. Certificated master; four boys pupil-teachers, two girls pupil-teachers.						
23. Dukinfield, St. Mark's, Boys'	Mar. 12, and Sept. 23.	99	130	124	92	A large boys'-school; suffering from want of funds, and the early age at which the children leave; very few half-timers. The discipline prompt and good, the master never raising his voice, the secret of good discipline. The girls'-school overhead; ill supplied with books and apparatus. An infant-school standing empty for want of funds; another infant-school in the district, full of children, but ill conducted. Two boys pupil-teachers.						
24. Disley, . . . Boys' Girls'	Sept. 6	.	.	.	30 36	An extensive and substantial building; erected in the last century for the children of collieries, by Mr. Legh of Lyme; still full on Sundays, but on week-days presenting a poor apology for a school; under a master and mistress, man and wife, who are incompetent to conduct a school. The children are a good-looking set, very ignorant. The population of the school district is 2,300.						
25. Ellesmere Port. . .	Mar. 20	65	27	25	61	A mixed school; children of canal men, and dissenters chiefly; attend irregularly; many were fairly advanced and showed a knowledge of history and Scripture creditable to the master.						
26. Frodsham	Feb. 20	140	.	.	125	A large boys'-school; combined with an old endowed grammar-school. Mr. Durriville has charge of both; he teaches the boys of the upper school on a raised platform, whence he commands the lower school, which is under the immediate care of an assistant master and pupil-teachers. The boys, chiefly agricultural, pay 2d. and 3d. a week. The elder ones fairly intelligent; the school noisy. The attempt to associate two schools without uniting them has been a mistake. A girls'-school in another part of the village. Two boys pupil-teachers.						

27. Grappenhall	July 3	132	53	94	143	very good agricultural school; boys and girls mixed, under a sensible and efficient master; nearly half the school learn geography and grammar, sing from notes, and are well advanced in arithmetic; the first class learn English history. There are three school-rooms, thrown together; one is encumbered by a needlessly wide gallery of desks. Certificated master; two boy pupil-teachers, one girl pupil-teacher.
28. Godley-cum-Norton-Green.	Sept. 24	70	18	96	78	Boys below, girls above; master and mistress much above par in manner, and fairly skilful, but of moderate attainment, likely to do well, and raise their schools; are desirous of having pupil-teachers. The schools have only been open eight months. One boy pupil-teacher.
29. Handforth	Mar. 8, and Sept. 11.	.	.	.	.	small village school; the master not doing all that he might, I think; but I saw the school to advantage. A most satisfactory improvement at my second visit; the school has received a great impulse of late, the expenses being now defrayed by the proprietors of the neighbouring printworks, and the attendance of the children of the printworkers having been made almost obligatory. The school is free. I hope pupil-teachers will be ere long apprenticed.
30. Haslington	Oct. 9	47	.	.	.	A small village school; held in two cottages thrown together, ill suited for the purposes of a school. The mistress is above par, but can do little with such scanty resources. The school is greatly in need of aid.
31. Helaby	July 31	.	.	.	.	A very pretty school of boys and girls, under a well qualified master. Standard of instruction low. Only a dozen pay for writing or possess sates; the rest only learn reading and catechism.
32. Hollingworth . . .	Sept. 27	57	66	14	14	About 100 boys and girls, under ten years old; under a superior master, drill and discipline good. Instruction fair, considering the extreme youth of the children. The master is desirous of having pupil-teachers, but almost despair of retaining any up to the required age (13).
33. Hoylake	July 1	145	49	36	.	A seaside school of no great pretension, but doing its work thoroughly well. Boys and girls under a well educated master, deficient in method; and infants under a careless mistress. A striking contrast between the good countenances of the upper school, and the ill-favoured looks of the newly come infants, due partly to a fluctuation for the worse in the shifting population, but much more to the right influence of the school, moral as well as intellectual. The school wage should be raised. One boy pupil-teacher.
34. Kingsley	July 31	.	.	.	.	A new school and church, will soon have a resident clergyman. A mixed school of about 50, under a mistress, who seems to be doing her work very conscientiously. The reading was very fair, free from monotony.
35. Lache	June 26	.	.	.	.	A small primitive dame-school for boys and girls of a very poor class, reading their Testaments and learning to write. The school is doing good, but not one tithe of what it might, if made more efficient.
36. Leighton and Minshall Vernon.	Mar. 14, and Sept. 26	75	.	.	90	A good sample of what a small agricultural school may become, without any advantages, except a good master; drawing, mechanics, and measurement, taught to the older boys, and valued by the farmers, several of whose sons attend the school, paying 4d., while the rest pay 3d. 6d. a week. At my second visit the school had the advantage of a resident clergyman. The master was suffering from ill health. Two boys pupil-teachers.
37. Liscard, . . Boys' Girls'	July 30	.	52	30	30	Girls' school upstairs, under a new mistress; discipline not yet what it ought to be, but the school promises well; greatly needs pupil-teachers to replace the present inefficient monitors. Boys less satisfactory, under an injudicious master, who has little command over his scholars. Infants, a fair school.
38. Marple	Sept. 5	.	.	.	.	Girls upstairs, evidently improving under a new mistress, desirous of pupil-teachers. Boys downstairs, anything but satisfactory, under a most respectable man, who is wholly unfit to be a schoolmaster.
39. Marple, High Lang.	"	.	29	50	76	Mixed school for children of colliers, in a substantial stone building, under a young master, who is not, I think, doing all he might; reading, writing, arithmetic, and Scripture knowledge, all below par; and want of cleanliness.

Tabulated Report, in detail, on Schools inspected by the Rev. J. P. Norris—(continued.)

NAME OF SCHOOL.	Date of Inspe- ction.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In or out of Attendance.	
40. Macclesfield, Christ Church.	Feb. 25, and Oct. 17.	162	.	.	100	A spacious and lofty building; mixed school upstairs, infants below. Has lately risen into a very satisfactory state of efficiency; discipline and general tone very fair; factory children pay 2d. per week, the rest 3d. and 4d., except ten, who are free on a foundation. At my second visit I found a new master from Westminster carrying on the school very successfully. Some come up from the infant-school until they can read and write; in the upper school all learn to write from dictation or memory, and half are learning geography and grammar; history and Scriptural knowledge good. The infant school, to which the upper school partly owes its efficiency, is very well conducted under a self-taught mistress. Certificated master; three boys pupil-teachers.
41. Macclesfield, Hurl- field; . . . Boys' Infants'	Mar. 5, and Oct. 14.	61 and 100	70 .	140 .	70 9	A mixed school, chiefly half-timers; the master newly come, doing much to raise the school. At my second visit I found that the attendance of girls had fallen off, but the boys were most satisfactorily advanced. If this school was supported more liberally, its efficiency might be doubled, by having a good girls'-school in the room below instead of the present inferior infant-school. There is an excellent infant-school in another part of this populous suburb. Two boys pupil-teachers, one girl pupil-teacher.
42. Macclesfield, Old Church; . . . Boys' Girls'	Feb. 26, and Oct. 16.	80 51	70 30	77 43	72 54	A very large building; boys' and infants' schools below, and overhead a most spacious girls'-school. The boys'-school very fairly advanced under a good teacher; he showed much more method and good sense at my second visit than I gave him credit for at my first visit; and the satisfactory progress of the school, due entirely to his own unaided exertion, is very creditable to him. The girls'-school was very backward at my first visit, but so manifestly improved at my second, that I was surprised and disappointed to hear that the managers thought of merging it into the boys'-school, pleading want of funds; if this is allowed it will be creditable to Macclesfield; the Church has not one good girls'-school in the town. Certificated master; one boy pupil-teacher, one girl pupil-teacher.
43. Macclesfield, Sutton	Feb. 27, and Oct. 18.	.	.	.	.	Two infant-schools, and one mixed school for older children, in Sutton; the latter at a low ebb at present. It remains to be seen whether the present master, who is newly come, will be able to raise it. At my second visit I found myself unable to recommend the apprenticeship of pupil-teachers in the school, and therefore the managers have, I believe, determined to engage a new master.
44. Marton	Feb. 28	.	10	15	47	A most pleasing, intelligent set of agricultural children, mixed; a very complete little school, but the master seems unequal to his task.
45. Middlewich	Feb. 22	50	47	46	65	Girls'-school above, boys below, in a poor building, badly situated; the master is a clever scientific man, too inattentive to the religious training of his boys. The girls intelligent, but backward, and their mistress hardly equal to her task. Certificated master; one boy pupil-teacher.
46. Mosley, . . . Boys' Girls'	Oct. 21	.	14 12	19 18	35 45 50	A small agricultural school, in a very pretty building; boys and girls separated by a partition; the girls answered well in Old Testament History, and their needlework appeared to be good; some pay 4d., others 3d. and 2d. a week.

55	Mar. 15	•	14	22	55	A small village school, mixed; has increased in numbers since the present master came. The standard of instruction and the school fees alike too low. The room small, and encumbered with infants; ill supplied with books and apparatus.
56	Nov. 23, 1849, and June 21, 1850.	h	•	56	102	Large town schools, prostrated by cholera; also suffering from changes of master; the mere continuance of the school during this period, solely due to the untiring energy of the rector. I visited the school with great interest; there had been a change of master, he has still much to do; but the school has been moralized, and its aspect is healthy and good. Certificated master; three boys pupil-teachers.
57	1850.	den	•	•	•	A small infant-school, under a most intelligent and praiseworthy mistress; the first class reading fairly, and learning to sew and knit, and all clean and in good order. There seems a great want of a higher school in this place.
58	Aug. 28	•	•	•	•	This school has, I am sorry to say, degenerated into a sort of medley of boys, girls, and infants, under a dame, crowded into the upper room, the lower being unoccupied. One third of the children were thoroughly naughty, and the school in great confusion; they are the children of mill-people.
59	Sept. 4	•	•	•	•	Both schools handsome and spacious, especially the girls'-school, which is just completed. The children are all free, and (therefore) irregular and unpunctual in their attendance; the boys at groups of parallel desks, with curtains between the classes, fairly advanced under a very painstaking self-taught master. The girls advanced at present, but likely to improve under a clever competent mistress. No singing in either school; population of laborers and coolies. At my second visit, I found the school going on very satisfactorily; the Phonic system of teaching to read had been introduced, with the best effect, in the infant school and lower classes of the upper school. Certificated mistress; two boys pupil-teachers, one girl pupil-teacher.
60	Mar. 13, and Sept. 3.	Boys' and Girls'	•	44	80	Boys', girls', and infants'-schools, in large lofty buildings; the girls only examined. The standard of instruction should be raised. The school appears to be doing much good in the place; the parents chiefly farmers on the Bridgewater Canal. The infant school apparently much above par.
61	Feb. 19	Boys' and Girls' Infants'	•	80	96	Excellent town schools, in a cruciform building, divided into boys'-school, girls'-school, infants'-school, and class-room with gallery; the whole under a very efficient Battersea master and his wife, well supported by pupil-teachers; the classes at groups of desks, at right angles to the wall, down each side of the schools; reading taught on the Phonic plan with very good results. A laundry has been lately added, where the older girls take it in turn to wash and get up their own clothes, and also clothes taken in and paid for. The school fulfils in some measure the part of a training-school. Certificated master; five boys pupil-teachers, six girls pupil-teachers.
62	Nov. 26, 1849, and Aug. 20, 1850.	Boys' and Girls' Infants'	•	52	120	A pretty little country school, under a fairly efficient master and elderly dame; fifty boys and girls paying 3d. and 2d. very shy.
63	Sept. 13	•	•	•	•	An excellent agricultural school, boys and girls mixed, arranged at Battersea desks. The master has a right notion of what a school ought to be, and his healthy influence is everywhere visible; the children are cheerful, intelligent and truthful, and fairly advanced in attainment; on Sunday morning they assemble in the Capethorne Conservatory for their Scripture lesson; the older children are expected to write an abstract of it in their copy-books during the week. Certificated master; two boys pupil-teachers.
64	Mar. 1, and July 22.	on and Capes	•	31	84	Large important schools in very good and handsome buildings; all half-timers have a most active and industrious aspect. Boys very fairly advanced under an efficient master and pupil-teachers; girls'-school encumbered with infants; answered very well in my religious examination. The children pay 3d. and 4d., buy their own books and take them home in satchets. Four boys pupil-teachers, two girls pupil-teachers.
65	Mar. 7	Paul's; Boys' and Girls'	•	74	143	
66	•	•	•	117	68	
67	•	•	•	81	96	

66. Winsford. Boys' Girls' . . .	Mar. 15	17	13	35	One of the schools of the Weaver Company, who appoint the master, I believe; boys and girls divided by a curtain. The boys are put into the girls-school till they can read, there being no infant-school; most of the children are dissenters; they know hardly any geography or grammar, and the girls seemed ignorant of Scripture. The standard of instruction is raised.
67. Witton. Boys' Girls' . . .	Jan. 16, 171 and 155 July 24.	25 50	90 80	195 170	The girls-school in a highly efficient condition at both visits, under an excellent mistress. The most remarkable feature of the school is the good pronunciation of the girls in reading; in geography they were backward, and one learned to sing from notes; they should be more exercised in reproducing their knowledge. The boys-school had been thrown back by change of master. At my second visit the skill of the new master in school organization and teaching was beginning to tell most satisfactorily; the school had increased from 100 to 180, and had a much more cleanly aspect. Certificated mistress; two boys pupil-teachers, three girls pupil-teachers.
68. Wodford	Nov. 16, 1849, and Sept. 11, 1850.	30	16	30	A small mixed country school, under a clever master, but too nervous and rapid. The children very shy at my first visit, but a great improvement at my second, reflecting much credit on the master. The population of the place is decreasing.
STAFFORDSHIRE.					
69. Alton. Boys' Girls' . . .	1850. Nov. 8	38	30	36	I was instructed to visit this school with reference to the apprenticeship of a pupil-teacher. The numbers were insufficient, nor was the general state of the school management such as would justify me in recommending apprenticeship.
70. Audley	Nov. 4	70	30	30	A girls-school in a new and pretty building, added on to the old school, six months ago, under a young mistress from Whitehalls; she seems to have begun under good auspices. It would be premature to report on the attainments of the children.
71. Betley. Boys' Girls' . . .	Jan. 23, 57 and 52 Oct. 7.	57 52	23 14	60 50	A small village school, well cared for; girls above and boys below, in a poor building. The master and mistress young, but doing their work well. The children cleanly and well behaved, a few very fairly advanced. At my second visit I found a general improvement, especially in the lower classes, due in part to the apprenticeship of a pupil-teacher. A wing has been added to the boys-school with a gallery of desks; but the building is still inadequate. One boy pupil-teacher, one girl pupil-teacher.
72. Bilston, St. Mary's . . .	Jan. 9, 127 and May 14.	127 64	212 112	150	Boys and girls mixed, a doubtful experiment in a town school. The short time that the children remain, and the irregularity of their attendance, prevent the zeal and efficiency of the master from having their full effect; allowing for this very great disadvantage, the school is a good one.
73. Brierly Hall, Boys' Girls' . . .	Jan. 23	50	40	90	Large schools, want of cleanliness. Children leave early to go to the pits. No boys above nine years old: attainments therefore low; might be very important schools. Two boys pupil-teachers.
74. Brereton.	Nov. 27, 41 1849.	41	14	48	Boys, a small village school. The master well informed, but wants animation. The school had a sleepy aspect. One boy pupil-teacher.
St. James' Boys' Girls' . . .	1850. June 3	74 65	54 62	70 53	Boys' girls' and infants' schools; seem to be much valued, and to be gradually exercising a good influence on the population. The children are very young, and seldom stay more than a year at most, hence in attainment both boys and girls are backward. The payments have been raised from 1d. and 2d., to 3d. and 4d., with good effect. Certificated mistress; two boys pupil-teachers, three girls pupil-teachers.
Trinity; Boys' Girls' . . .	June 4	105 73	43 72	92 66	Boys-school and girls-school, encumbered with infants; great need of an infant-school. Most of them children of people employed in Messrs. Chance's works; good countenances, and intelligent, but mostly too young to know much. One boy pupil-teacher, two girls pupil-teachers.

Tabulated Report, in detail, on Schools inspected by the Rev. J. P. Norris—(continued.)

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		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance in ordinary.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.
						5. Methods.	6. Master and Mistress.	7. Special.	
77. Burslem: Boys' Girls'	Nov. 5	60 64	90	104	60				
78. Burslem, St. Paul's	Nov. 6								
79. Burton-on-Trent, Christ Church	Feb. 7								
80. Bushbury	May 2	69	45	30	130				
81. Caldon Low	Feb. 4	48	12	10	50				
82. Chance's, Spof Lane and April 26	Mar. 26, and April 26		86	98	143				
83. Cheshire: Boys' Girls' Infants'	Jan. 18, and Nov. 7	72	18 60	30 90	60 120				
84. Coseley, West, Christ Church, Girls'	May 16	115 57			115 60				

This school, built at a great expense some years ago, on the worst possible plan: three stories for the three schools, like a factory: has hitherto been most unsatisfactory. It is undergoing a complete re-organization. A new master and mistress are engaged, pupil-teachers are to be appointed, and the school-pence are to be raised to 6d. in the 1st, 4d. in the 2nd, and 3d. in those below; the object of this is to unpauperise the parents in the matter of education.

I found these schools struggling for existence. If properly managed they might be almost self-supporting. A master had lately undertaken them as a speculation, but being unsupported, is obliged, I hear, to give them up.

Large town schools, boys, girls, and infants: had been thrown back by changes of master and mistress; in a fair way to improve. The present mistress of the girls' school would be a good one if she had more health and stronger nerves. I wish to defer a more particular report until my next visit. One boy pupil-teacher, one girl pupil-teacher.

Mixed school in agricultural village: children tidy and well cared for, but lacking intelligence. The building has been recently added to, but is still too small; especially the room assigned to the infants. One boy pupil-teacher.

A fair mixed school of pleasing aspect, built on the Wheeler hills for quartermen's children. Must come to an end unless the management is better provided for. Since my visit I hear the school has been closed. One boy pupil-teacher.

The most complete set of schools in my district: the group of buildings externally resembles a college, and has, I believe, cost Messrs. Chance 5,000*l.* altogether. The boys' school, in a spacious Gothic hall, is admirably organized, and most efficiently conducted under a master, who understands his work thoroughly. I hope another year to be able to give the same praise to the girls' and infants' schools. Three boys pupil-teachers.

Large and important town schools. At my first visit the boys' school had a sluggish aspect, which the master seemed aware of, and anxious to correct; the singing and discipline good. The girls' school and infant-school in an excellent building in another part of the town, both good schools, the latter especially. The boys' school much improved at my second visit; the elder boys write themes on general subjects very well, and a few had a more than usual knowledge of English history; singing good, but too loud. The weekly payments are to be raised, they have hitherto quite too low. Certificated master; one boy pupil-teacher, two girls pupil-teachers.

A straggling town of coalpits and ironworks, with a population of ten or twelve thousand, chiefly Baptists and Methodists. The church possesses five excellent school-buildings, capable of containing an aggregate of 1,500 children; but hitherto they have been most inefficiently worked, and in consequence only one-third filled. The present clergyman is gradually replacing the old teachers by new ones, and has already given an impulse to the education of the district, which seems likely to be appreciated by the people. Every prospect of improvement, but no funds; a clear case for liberal aid. One boy pupil-teacher.

1	May 3	66	10	34	105	A mixed agricultural school in a very pretty building, with master's house and dairy turret. The children cleanly and well cared for. Farmers pay quarterly 2s. 6d. for one, 12s. for two, 13s. for three. I hope to see this made into an industrial school. The infant-school pleased me much. One girl pupil-teacher.
	Oct. 30	.	.	.	.	A miserable school. About 70 boys and girls in irregular attendance, under ten years. The master appears to attend to the first class, but the rest were consigned to monitors, who were doing more harm than good. The master seems a conscientious young man, but has no right notion of what a school ought to be.
	Jan. 19	48	.	.	64	A small mixed country school, under a master and mistress. The children intelligent, their knowledge of Scripture and English History satisfactory, in other things rather backward, but improving. The school has a most pleasing aspect, and is evidently well cared for in all ways. A few farmers children, pay 6d. a week. Two girls pupil-teachers.
Hill	Oct. 11	65	76	92	110	A mixed school for children of miners and iron-workers, under a very painstaking and improving young master. It bids fair to be a very efficient school. The same rate of payment as at Kidsgrove. One boy pupil-teacher.
Halm End, Audley	Nov. 4	56	.	.	65	A small mixed school, children of colliers chiefly, under a very efficient elderly dame, in a pretty little new building. The children answered thoughtfully in my Religious examination. Discipline and tone good.
90. Kidg	Jan. 24, May 7, and Oct. 10.	10	.	.	100	An important mixed school. A change of master in the spring of this year, and apprenticeship of pupil-teachers were made occasions for missing the weekly payments to 6d. in the 1st class, 4d. in the 2nd, and 3d. all below. The school has since been steadily increasing in numbers and efficiency. The parents are iron-workers, colliers, and agricultural labourers, earning 10s., 20s., and 2s. a week respectively in fixed times. The characteristics of the school are, that the high pay raises the school almost self-supporting, the children buy their own books, prepare tasks at home over night, and all write in copy-books. Two boys pupil-teachers, one girl pupil-teacher.
91. Kings-land, St. Mary's	Feb. 11	71	29	52	95	A substantial expensive building; but girls' school over the boys'. Aspect of the schools disheartening; half the boys under seven, and only four above ten, a rough set. The master wants health and energy, the mistress incompetent. Certificated master; one boy pupil-teacher.
92. Licl d, St. Mary's	Dec. 19, 1849.	98	25	39	90	Good town schools, the general tone very satisfactory. Instruction in both schools above par. Master and mistress both good. Tripartite arrangement in boys' school on triple desks rising steply to the back. Certificated master, certificated mistress; two boys pupil-teachers, one girl pupil-teacher.
93. Ma. d, Girls'	1850. Feb. 5	37	17	14	30	Pleasant schools in a pretty building in Dove Dale; well cared for. The girls fairly advanced under an excellent mistress. The boys comparatively backward. Certificated mistress; one girl pupil-teacher.
94. Mo. d,	Oct. 22	109	40	70	70	Scattered cottages on the south slope of the ridge, which separates Cheshire and the silk-mills from Staffordshire, and its collieries and potteries; employed chiefly in potting and glazing, and in the potteries. The girls go early to the mills, and the boys to the pits, a very rough ignorant set; 70 or 80 girls for this parish, aged 13 or 14, lodged in Congleton, returning home on Sundays. A mixed school under a most painstaking mistress; the experiment, tried for the sake of economy, has failed; nothing but the daily attention of the clergyman could sustain the school. I hope there will be a master ere long to relieve the mistress.
95. Newchapel.	, ,	65	.	.	.	A miserable school of very young children, boys and girls, under a young mistress who is quite overtasked.
96. Newcastle, George's, Infants'	Oct. 30	200 children of all ages, from 14 to 13, crowded together in a building which was a malthouse, but was converted, together with the grass plot, to trustees for the purposes of a school. The mistress, from the Home and Colonial, is doing her work admirably; but the school has quite outgrown its organization. The other girls should be drafted off into a separate school. The site is unhealthy.

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		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance in ordinary.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.
						5. Methods.	6. Master and Mistress.	7. Special.	
97. Norton in the Moors; Boys' & Girls'.	Jan. 31, and Oct. 24.	42 43	32 36	18 18	35 100				
98. Penkthall, Boys' & Girls'.	Oct. 25	48 50	28 17	30 32	50 50				
99. Quarry Bank,	Feb. 8	.	.	.	.
99. Rugeley,	Mar. 25	.	21	31	46				
100. Shelton, Boys' & Girls'.	Nov. 30, 1849, Jan. 17, and Oct. 29, 1850.	95 119 "	25 52 "	37 38	101 126				
101. Smethwick,	Nov. 29, 1849, 1850.	.	.	.	.
102. Stoke, Boys' & Girls'.	1850, May 6	105 105	103 124	105 252	85 100				

Girls'-school over the boys'; the mistress an inferior teacher, nor has the master any right notion of what a school ought to be. Tone and religious knowledge very fair, else backward. Parents half collars, half agricultural. A small infant-school in a class-room. At my second visit I found a prospect of much improvement; the school had been endowed with £2,000, and what is still more important, a very promising mistress has replaced the old one. There is to be a change of masters also, I believe. One boy pupil-teacher, one girl pupil-teacher.

A large good building, divided by folding doors, with class-rooms. The boys'-school well conducted, under a most orderly master. The standard of instruction should be raised; the children are taken away early and often to private schools. The girls'-school should be an infant-school. If funds cannot be raised to support a third school, under a new mistress, it would be well to mix the older girls with the boys.

An old Methodist chapel converted into a school, boys and girls above, infants below; inconvenient. A poor district of 3,000 colliers and iron-workers, containing hardly any above the labouring class, except the clergyman; the school has therefore to contend with great difficulties. The clergyman, master, and mistress, are all anxious that pupil-teachers should be apprenticed, but none old enough.

Boys' school and infant school, lately endowed with £2000. Excellent buildings, tiled floors, warmed underneath with hot air. None are promoted into the upper school until they can read. Payments only 12s. a week, and yet the attendance is reported regular; if so, an exception to the rule. There are, I believe, nine endowed schools in this parish. Nearly one in four of the population are receiving education. Certificated master; one boy pupil-teacher.

Large town schools, business-like, but deficient in tone and religious knowledge. The children leave early to engage in the potteries. Drawing good, much sign of improvement in the above respects at my last visit. The girls'-school in advance of the boys. A very fair infant-school. Certificated master; two boys pupil-teachers, three girls pupil-teachers.

Much improvement may be expected in these schools; they have not as yet profited much by the Minutes of 1846. The children leave early. A rough manufacturing population.

These should be important schools, but I found them in an unsatisfactory condition, partly owing to the early age at which the boys go to the potteries (only four above 10 years old), and partly, owing to the fault of the old monitorial system. The boys are a rough noisy set, the girls rather better, but wanting in good tone. One boy pupil-teacher, two girls pupil-teachers.

103. Stone Infants'	Nov. 1	97 82	oys' school below, girls' above, infants in a class-room under an elderly dame. The boys, including a few girls, under a self-educated master, who seems to be doing his work thoroughly well. The quiet discipline, and general attention of the school, showed much ability on his part. More than half writing from dictation: Geography and English history well taught. The girls' school at present is doing very little. Three boys pupil-teachers.
104. Tarnworth (Sir R. Peel)	Dec. 6 1849.	85 15	58	96	A boys' school rapidly improving under an excellent master. 50 boys free, and 50 from the middle classes, paying 10s. a quarter; the mixture answers well. Sir Robert Peel was present during the whole examination, and showed an intimate acquaintance with the details of the school. He lived to see the commencement of the new buildings, which he had planned. Certificated master; two boys pupil-teachers.	
106. Tarnworth National School . . . Boys' . . . Girls' . . .	Dec. 5, 1849.	101 88	61 32 41	73 120 112	Very fair schools. The boys leave early to engage in gardening work. The boys' school under the girls', dark, brick-floored, and ill ventilated. The mistress well supported by two pupil-teachers. Discipline good, except that the children are suffered to copy from each other. Certificated master; three boys pupil-teachers, three girls pupil-teachers.	
107. Tren Vale	1850. Jan. 30	66 12	47	86	A mixed school under a mistress. Infant and National system combined. Half the children under eight. It would be better if the elder ones could be drafted off to form a separate school under a master, the rest forming an infant-school. The boys leave at 11 to work in the brickfields. One girl pupil-teacher.	
108. Tum Il	Nov. 7	. . . . .	. . . . .	. . . . .	A handsome infant-school fronting the street, under a fairly competent mistress. In a building behind a boys' school on the ground floor, under a well educated master, and a girls' school upstairs, under a mistress who would do better if she had more confidence. I hope to be able to apprentice pupil-teachers at my next visit. Unstall, Hapley, and Shelton have the reputation of being the best schools in the potteries: I am sorry to say it is poor praise.
109. Utto ter.	Feb. 6	53	. . . . .	63	Boys backward, but improving under a diffident painstaking young master. Girls also backward, the mistress unequal to her task. Discipline lax. One boy pupil-teacher.
110. Wall 1, Blue Coat; Boys' . . . Girls' . . .	May 1	145 69	145 60 60	132 70	Boys; 20 on foundation, the rest paying 2d. a-week. The school has a sharp and industrious aspect. Arithmetic very good, other attainments very fair. The boys intelligent; children of barrow-workers. Girls' school upstairs under a master (a doubtful experiment), backward at present. Certificated master; three boys pupil-teachers, one girl pupil-teacher.	
110. Wed sbury, St. Basil's . . . Boys' . . . Girls' . . .	May 10	169 132	100 84 93	283 170 148	Large and important town schools. The boys' school in a satisfactory state of efficiency, well organized and disciplined; half writing from dictation; the English history, geography, and grammar of first class good. Arithmetic not so good. Religious knowledge very fair. I have no favourable report to make of the girls' school. The boys on class galleries like those at Chance's school. Four boys pupil-teachers, two girls pupil-teachers.	
111. Wed sbury, St. James's, Infants' . . .	May 15	101	. . . . .	118 65	A large substantial school divided by a partition into mixed school under a good master, and infant-school under his wife. The children attend irregularly and are unequally advanced, being drawn from a rough and shifting population employed in iron-works. The girls uniformly ignorant. (The master and mistress have since gone to Madeley Staff.) Certificated master; three boys pupil-teachers, one girl pupil-teacher.
112. Wed sbury, St. John's	May 13	68	. . . . .	82	A long handsome building with high pitched roof, which echoes sound, divided into two by a partition; one half already occupied by boys under a new and apparently very competent master; the other half destined for girls. Certificated master; three boys pupil-teachers, one girl pupil-teacher.
113. Wolcraupson, St. James's . . . Boys' . . . Girls' . . .	Jan. 28	. . . . .	. . . . .	90 80	I saw the school under disadvantages: the master seemed to be taking much pains, but he has great difficulty in retaining the children in his school beyond 10 or 11. The candidate for apprenticeship had left.

124.	Worcester, St. Mary's	95	37	72	94	Children of a lower class, employed in carpet factories. The girls were backward, and so were the boys, except a very few who had some knowledge of grammar, and geography, and Scripture history. The school would, I doubt not, improve with pupil-teachers.
	June 6				202	A large and efficient mixed school in the old Sessions House, for children of pipe-makers, miners, iron-workers, and small shopkeepers. Considering the great number in attendance the discipline and general condition of the school are admirable. The girls attend more irregularly than the boys, are more backward, and therefore taught mostly in separate classes. It would seem on these accounts desirable to separate the girls altogether. The whole school is seated at parallel desks. The singing is very good. Three boys pupil-teachers.
	Jan. 10, 14, and May 27	144	50	55	160	A very good mixed school, under a painstaking efficient master, whose heart is in his work. The whole school arranged at parallel desks on a gallery, four deep: the top row consecutively out of reach. Attainments and intelligence above par, more than two-thirds writing from memory and dictation. Chiefly a mining population. At my second visit I was particularly struck with the bright and intelligent looks of the children, and the spirit with which they went through an examination of five hours. Certificated master; three boys pupil-teachers.
125. H.	ere, Girls' and Infants'	64	90	60		Boys' school conducted by two students out of the "Middle School," one 18, the other 17, taking it in turns to first in command, week about, and working together harmoniously and well. The result thus far is very creditable to them. The girls' school under a certificated mistress; she has only been there a few months and therefore has had time to do little more than teach the girls to behave properly. The "Middle School," which is the distinguishing feature of the parish, is under a certificated master, but was closed at the time of my visit. Certificated mistress.
	July 12					A very pretty school, and mistress's house in character with the church, newly built, in an upland valley on the road from Shrewsbury to Bishop's Castle. About 70 boys and girls under an intelligent dame. Insufficiently supplied with books.
	May 28	104	57	58	108	A mixed agricultural school, held in a long room in the vicarage yard. The first class fairly advanced, the rest not proportionately so, partly for want of pupil-teachers, but all seemed intelligent, especially on religious subjects. The elder boys are employed in the school garden. Great need of industrial training for the girls; the women about here have the reputation of being improvident housewives. The school is so well cared for, and the master so competent, that I fully expect to see a marked advance at my next visit. Certificated master; one boy pupil-teacher.
	Jan. 11, and June 7	75			100	Seen at my first visit to great disadvantage, completely disorganized by the incompetency of the master and mistress, who had lately come, and had warning to quit. Every sign of rapid improvement at my second visit. Boys and girls taught separately, but in the same school, that the powers of the master as a disciplinarian may be brought to bear on both. The master and mistress, his wife, are both good teachers; they should pay more attention to the religious instruction. Two boys pupil-teachers, two girls pupil-teachers.
128. Measbury.	July 18				57	A primitive little mixed school, in an outlying village of Oswestry parish, under a respectable and intelligent dame, who teaches catechism, reading, writing, and some arithmetic in a technical way.
129. Middleton in Cheshire	Feb. 13, and July 11	62				A small mixed school under a painstaking young master and his wife. The children cleanly, animated, and well taught in most things. The school and church are prettily perched high up in a mountain pasture, in the neighbourhood of some lead-mines. Two girls pupil-teachers.
	Jan. 14, and July 8	96	69	74	90	Excellent schools: the boys generally above par in attainments, some of them showed remarkable intelligence and thoughtfulness in my religious examination. The master evidently doing his work well, and is well supported. The mistress very promising, but neither the girls' school nor the infants' school equal to the boys' school. Classes in open squares, taking of places, group of desks for writing in boys' school. Certificated master and mistress; two boys pupil-teachers, two girls pupil-teachers.
	June 14	75	86	92	80	A very young mixed school (none, I think, above 9 years old), and infant-school in a good building. The school bids fair to be an efficient one. At present it would be premature to speak of results. Next year I hope to find the children of an older growth, and proportionally advanced.

Tabulated Report, in detail, on Schools inspected by the Rev. J. P. Norris—(continued.)

NAME OF SCHOOL.	Date of Inspec- tion.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within 12 months.	Admitted within 12 months.	Absent in ordinary Attendance.	
132. Shelve	July 12	.	.	.	.	I was unable to go more than look into this school in passing. It will become an important school if the neighbouring lead-mine is reopened.
133. Shrewsbury, St. Julian's	June 11	80	49	32	176	I saw this school at a disadvantage, the master being in distress. Boys and girls mixed. About one-fourth learn music and drawing, but are not proportionally advanced in other things. There is an infant-school overhead,—a most objectionable arrangement. Two boys pupil-teachers.
134. Shrewsbury, St. Chad's	June 12	.	34	30 { 90 } 85		I hope to revisit this school with reference to the apprenticeship of pupil-teachers.
135. Wellington	May 28	153	86	85	150	Large and important town schools: the boys' school upstairs, doing well, but not so well as it might if the master had more spirit and courage. The girls' school below not prospering under the present mistress.
136. Wenlock	June 7	78	25	30	80	A very pretty school near the ruins of the old abbey. Boys and girls mixed under a good steady master, who appears to have begun his work under the best auspices. More than half were writing from dictation, and showed much intelligence, especially in my religious examination. The infant-school attached also satisfactory. One boy pupil-teacher.
137. Westbury	July 12	125	.	152	130	A mixed school in an excellent building, newly opened; appears to have begun very well, with all the appliances of a good school.
138. Whitchurch	June 13	146	44	46	150	A large and important boys' school: had, I believe, till lately been conducted in an orderly and satisfactory manner, but was suffering at the time of my visit from a suspension of the clerical superintendence. I am unacquainted with the circumstances which led to this, but I rejoice to hear that they no longer exist, and can therefore recommend the continuance of pupil-teachers in the school. Three boys pupil-teachers.
139. Wombridge	May 29	64	92	104	110	Boys' school and girls' school with master's house connecting them. Built and well cared for by a kind proprietor, who unfortunately resides at some distance. The schools are not in a satisfactory condition, the boys rough and ill-mannered, the girls very ignorant: children of miners. Two boys pupil-teachers.
140. Woore	Sept. 13	23	.	.	.	Boys' school and girls' school in a very poor building, under a master who has no right notion of what a school ought to be, and a dame of limited attainment.
141. Woodwardine	May 30	59	27	26	60	A very pleasing little boys' school: the reading monotonous, but much intelligence, especially in geography, under a painstaking master and pupil-teacher. A dame's school for girls in another part of the village: the girls bright and intelligent, though not far advanced. One boy pupil-teacher.

W A L E S.

General Report, for the year 1850, on the Schools inspected in the Counties of Anglesey, Caernarvon, Flint, and Denbigh, in North Wales; and in the Counties of Brecon, Caermarthen, Glamorgan, Pembroke, and Radnor, in South Wales. By Her Majesty's Inspector of Schools, the Rev. H. LONGUEVILLE JONES.

NORTH WALES.

MY LORDS,

IN laying before your Lordships my General Report on the Schools visited by me since Nov. 1, 1849, and up to Dec. 1, 1850, I do not think it necessary to make so many preliminary observations as I did in that for the year preceding. The general condition of the schools in North Wales, to which the present Report chiefly refers, and the prospects of education in that part of the Principality, differ so little from those in the south as to render any repetition unnecessary. In the north, as well as in the south, I find the Gentry contributing to schools in a manner less generous and effective than what their means would lead to expect; the Clergy exerting themselves, and paying more than what the country has a right to demand; and the People receiving the advantages of education with thankfulness, though not availing themselves, of the benefits, brought home to their doors, so readily and universally as it is their true interest to do.

But, however slowly and irregularly the great work of education may be advancing, it is impossible not to anticipate from it a vast amount of moral and physical good for North Wales, as well as for South, ere another ten years shall have rolled away. The numbers of pupils and of schools are on the increase; I become aware of this fact continually during my circuits. The numbers of good teachers are also increasing, though not so rapidly as the wants of the country with regard to their services; ideas upon education are becoming more expanded, more true, more liberal; the advantages of organized efforts at a common end are becoming daily more evident; the Country is awaking to a perception of the fact that education is one of the moral necessities of man, not to be neglected without peril to the community, any more than food without suffering to the body, or than religion without damage to the soul. Should only the present state of things be maintained, the

advantages of religious and intellectual education will be secured, in North as well as in South Wales, for a large proportion of the children even of remote villages; but should the efforts now making by individuals, and fostered by the State, be blessed—as who can doubt they will be—by the good Providence of the Almighty, we may hope that those who shall be alive at the end of the present century, will witness every child in the Principality training up in the way he should go within the walls of a properly organized and efficiently supported school.

I find school payments made with more cheerfulness, and upon a more liberal scale, in North Wales than in South; which pleasing circumstance I am inclined to account for from the superior condition of the people. Wages are higher in the northern than in the southern counties; the cottages of the labouring portions of the people are better constructed and more comfortably furnished; and though the climate be more severe, and the manner of living very frugal, yet, on the whole, there is greater enjoyment of life among the mass of the population in the northern than in the southern districts. Exceptions, of course, there are; but, on the whole, I have not met with the same complaints of inability to pay—imaginary in nearly all cases I am inclined to think—as I did last year. I am confirmed in my opinion that the working classes can afford to pay their quota for the instruction of their children; but I find in this circumstance only a stronger argument why those who are more blessed with the good things of this life, should come forward to aid and to complete their efforts, and should endeavour to make the great national work of education as perfect and lasting as human institutions are capable of becoming.

In the northern as well as in the southern counties, I have found lamentable deficiencies of constructive skill in the buildings used for school purposes. Edifices may be found there raised at considerable cost, not deficient indeed in “decorations” of bad and unreal taste, but too small for the wants of the district, arranged without skill and ill-ventilated. How much better that the money subscribed should be devoted to the erection of buildings not contradictory to the purposes required, rather than to the promoting the fancies and advertising the name of such and such an architect, or to swelling out the contract of such and such a builder! Though I am one of the last persons in the world to oppose myself to anything that can improve the architecture of the country; yet I must confess myself decidedly adverse to whatever shews bad taste and want of professional knowledge in the application of public money; and I own I would rather see money contributed for the maintenance of the school than for the supposed decoration of the building.

The question of the two languages I consider to be definitively settled by the best of all tests, that of experience. Although the greater part of the instruction given in Welsh schools is conveyed in English, at the express desire of the parents, yet it is found that the more the two tongues are taught concurrently,—and so taught as to elucidate and explain each other,—the greater is the progress made in the knowledge of each. The study of language is one peculiarly well-fitted to the youthful mind. It expands and refines the intellect; it aids the imagination—one of the brightest jewels of our early days;—and it strengthens the reasoning powers. As soon as the efforts now making by several learned Welsh scholars, for forming good vocabularies and grammars, shall have become more matured, the knowledge of English will penetrate rapidly to every fireside among our mountains; not to displace the ancient language of the country, but to illustrate and to aid it.* The Cymric nation, as a body, is anxious to acquire the Anglo-Saxon tongue, at the same time that it carefully maintains the use of its own. It is aware of the immense importance of a knowledge of English to all who desire to rise in life, or to fight a good battle with a struggling world; and the aptitude shewn by the children in the schools for thus complying with the wishes of their friends is very remarkable.

The system of pupil-teachers apprenticed to masters and mistresses of schools in North Wales, appears to me to be working decidedly well. The relief thus given to the teachers, and the stimulus applied to the apprentices, tell quickly on the condition of the school. The younger children are better looked after, and the progress of the various classes becomes more uniform.

It appears to me, however, that the managers and promoters of schools seem to consider this system as intended, rather for aiding their funds, than for training and instructing the young people themselves. But it is surely a mistake to suppose that the public money, in instances of this kind, is destined to save the pockets of subscribers, instead of bringing up a future generation of well-educated teachers, for the service of the country.

By far the greater number of schools in Wales are under the direction of a male teacher, who is sometimes aided by a female to teach sewing to the girls. After much consideration of the subject, and close examination of the results produced, I have come to the conclusion that in all cases of mixed schools, where

* I am bound to notice the vocabulary of the English and Welsh languages just published by the Rev. W. Owen of Eglwysfach; the translations by the Rev. T. Sims, and the English Welsh dictionary by the Rev. D. S. Evans. The learned Essay on the syntax of the Welsh language, and the Welsh and English Dictionary, by the Rev. T. J. Hughes, are destined to be of the greatest use in this matter.

the funds will not admit of a regularly trained mistress being employed as well as a master, a woman should be attached to the school to teach the younger or infant classes of both sexes during the morning, and all the girls of the school in sewing (or other feminine occupations) during the afternoon. Wherever it is practicable, that mistress should be the master's wife: for I confess that I do not like to see any young females educated, without being constantly, in the presence of a teacher of their own sex. Few country parishes can, as yet, give sufficient remuneration to a master and mistress, unless they be man and wife; but even where the master may be a single man, or where his wife may not be qualified for the instructing of infants, the services of a young woman may be obtained with less difficulty than is often supposed.

I am also of opinion that the managers of all schools, whether rural or urban, should provide their teachers with residences free of rent and taxes, and invariably accompanied by a garden. A garden is an immense resource to any one forced to lead a sedentary life; it is also of no small benefit to a man with a young family; and the consciousness of having a comfortable house over his head, with no charges upon it, goes very far in the calculations of every schoolmaster.

Much variety of opinion and practice prevails on the subject of salaries, and I find much discontent existing on either side, among managers as well as teachers; the former sometimes complaining that the persons they employ are unreasonable in their demands, the latter tempted by the prospect of gaining another pound or two to throw up a good situation, and to inconvenience a benefactor. I am aware that the whole profession is in a period of transition at the present day, and that there is an actual scarcity of good teachers compared with the number of schools that require them; but I am also aware of the fact that, from among those, who are now only pupils in schools, there will arise within the next ten years a body of teachers, who will drive most of the present masters and mistresses out of the field; and that, without continual and active study on their parts, those who now hold schools will, at no remote period, be hardly able to retain them. I have also made it my business to inquire particularly into the social resources of each district,—as to the rate of wages, the prices of provisions, the rent of land, the local usages, &c.; and, founding my conclusions upon the data so obtained, I have formed the following opinion as to what may be considered fair rates of remuneration for masters and mistresses in Wales. Taking for granted that a fit house, of not less than four rooms, and a garden of not less than one rood, are provided in each instance (and I beg leave to report that I consider this provision *quite indispensable*), then a master, and his wife to aid

him in school, and a family of four children, can be maintained comfortably, in all rural districts, for 40*l.* per annum; in small towns for 50*l.* per annum; and in the larger towns for from 60*l.* to 70*l.* per annum. I consider these salaries, in the present state of wages and prices in Wales, to be perfectly fair for managers of schools to offer, and for teachers of schools to accept.

I trust that the teachers in my district will all become aware of the importance of making a provision for old age or sickness; and though this desirable object may be attained by methods analogous to those employed by benefit societies, yet I should much prefer to see some public enactment made upon this subject, and rendered compulsory. Few things would have a more direct tendency to raise the character of the schoolmaster, because it would make him, to a certain extent, independent, and would take off from his mind many social anxieties which are otherwise liable to impair his efficiency as an instructor.

It is a common practice in Wales for managers of schools to employ the teachers in instructing classes in the Sunday School as well as in the Day School. To this system I am entirely opposed. I know that the schoolmaster, better than anybody else, can aid the clergyman in organizing and superintending the religious duties of the scholars on Sundays. Nor is this any great hardship; but if the teacher has done his duty in school during five consecutive days of the week, he is fully entitled, not only to his Saturday's holiday, but also to a period of mental rest on the Sunday also. Undue parsimony is generally at the root of this practice; sometimes indolence, sometimes want of educational skill.

I would venture to recommend that an uniform system of vacations should be adopted throughout the Principality; that the longest interval of study should correspond to the period of corn-harvest; that a fortnight should be given at Christmas, and a week at Easter. The convenience of managers and teachers would be equally promoted by some agreement upon this point.

The variety of opinions that prevail upon the subject of books, and other essential details of school management, I find to be very great. I do not, however, consider myself called upon to discuss their merits; but I will limit my observations to one particular matter, in which I should be really glad to witness some improvement—that of the music taught in schools. Never do I hear any of our national melodies sung by the children; seldom do I hear anything worth listening to. On the contrary, the musical repertory of the schools strikes my ear as being of the most meagre, and unmeaning, and inharmonious description. I am aware that music is not much patronized in Wales, whatever may have been the case in

former days. I greatly lament the absence of the harp, a most suitable instrument, surely, for a village teacher; and I cannot but protest against the importation of what is really not worth the trouble either to sing or to play. Were some of the simpler compositions of the great musicians of all nations reduced to an arrangement suited for village children,—and most certainly the soul of music may be so unsphered,—I feel confident that an additional element of happiness would be diffused amongst the whole people.

The spirit of one remark which I made last year I must be excused for again bringing forward now, to the effect that the influence for good of the pupil-teachers upon the future destinies of our country cannot but be great. The religious, moral, and intellectual training they are now receiving—the habits of order, cleanliness, and persevering industry which they are daily forming, will, when they become men and women, act imperceptibly but certainly upon all with whom they come in contact; and they will be the means of spreading social comfort and Christian civilization through all the corners of the land.

Subjoined is a table of the number of schools in each of the counties of North Wales, in which either certificated teachers are employed or pupil-teachers are apprenticed; the returns being made up to Nov. 1, 1850.

TABLE of Schools, in North Wales, having Certificated Teachers and Pupil Teachers.

ANGLESEY.					CAERNARVONSHIRE.				
SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.		SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.	
	Masters.	Mistresses.	Boys.	Girls.		Masters.	Mistresses.	Boys.	Girls.
Gaerwen	1	1	Caernarvon . . . (Boys)	..	..	4	..
Holyhead	2	..	Ditto (Girls)	..	..	..	2
Llanddeusant	1	..	Conway (Boys)	..	..	2	..
Llanfaelog	1	..	Dwygyfylchi	1	..	..	..
					Llandwrog	1	..	..	..
4	5	1	5	2	..	6	2

DENBIGHSHIRE.					FLINTSHIRE.				
SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.		SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.	
	Masters.	Mistresses.	Boys.	Girls.		Masters.	Mistresses.	Boys.	Girls.
Abergele . . . . .	..	..	1	..	Buckley (Boys)	1	..	1	..
Chirk . . . . .	..	..	2	..	Cilcen	1	..	..	..
Denbigh (Boys)	1	..	2	..	Holywell (Boys)	..	..	2	..
Eglwysfach . . . . .	..	..	1	..	Mold (Girls)	..	1	..	3
Llandfrynog . . . . .	..	..	1	..	Meliden (Boys)	1	..	2	..
Llanferres (Girls)	..	1	..	..	Mostyn (Boys)	..	..	1	..
Llangollen	1	..	2	..	Ditto (Girls)	..	..	..	1
Llanrhaladr . . . . .	..	..	1	..	Rhuddlan (Boys)	..	..	1	..
Llansantffraid Glan Conway	1	..	1	..	Ditto (Girls)	..	1	..	..
Llanfair Talhalarn	1	..	1	..					
10	4	1	10	2	9	3	2	7	4

Table of Schools, in North Wales, having Certificated Teachers and Pupil Teachers
—continued.

MÉRIONETHSHIRE.					MONTGOMERYSHIRE.				
SCHOOLS.	Certifi- cated Teachers.		Pupil Teachers, Appren- tices.		SCHOOLS.	Certifi- cated Teachers.		Pupil Teachers, Appren- tices.	
	Masters.	Mistres- ses.	Boys.	Girls.		Masters.	Mistres- ses.	Boys.	Girls.
Dolgellau	1	..	1	..	Churchstoke	1	..	1	..
					Llanidloes	1	..	4	..
					Newtown	1	..	1	..
					Welshpool (Boys')	1	..	2	..
					Ditto (Girls')	..	..	..	2
					Ditto (Infants)	..	1	..	..
1	1	..	1	..	6	4	1	8	2

From the above returns, it appears that there are 35 schools in North Wales, employing 14 certificated masters, and 4 certificated mistresses with 37 boys and 11 girls apprenticed as pupil-teachers.

FLINTSHIRE.

In the county of Flint good schools exist in nearly all the towns and in many villages; but the best of those that have come under my inspection are the boys' schools at Mold, Meliden, Buckley, and Mostyn, and the girls' school at the first of those places. The teachers in the first three of these places hold certificates of merit, and are performing their duties with great activity and intelligence. Other good schools are rising in this county, as at Holywell, Flint, Rhuddlan, and Rhyl; in fact, the cause of education is rapidly advancing within the limits of that district. The population is in great part more or less occupied in mining operations; their condition, as far as wages go, is rather above the general average; the county is full of movement; many strangers come and go within it; and it is on the whole an important part of North Wales.

Although it does not fall under my observation, I understand that the school at St. Asaph is a very good one.

DENBIGHSHIRE.

EVERY town in the county of Denbigh possesses a good school under the inspection of the Committee of Council on Education, as well as several villages. Of the town schools the best are those for boys at Denbigh and Ruthin, where the masters hold high certificates of merit, and are zealous teachers. Of the village schools the best are the boys' school at Gresford, and the girls' school at Chirk.

I think that education is greatly cared for in Denbighshire, and I find the gentry of that district more active and more liberal in the maintenance of schools than in any other county in North Wales, except perhaps Montgomery. The vales of Clwyd, Llangollen, and Llanwrst are the localities best provided for in this respect; but there is an extensive hilly district, occupying the south-western portion of the county, where education is still backward and in need of every encouragement.

CAERNARVONSHIRE.

IN this county there is the excellent model school of Caernarvon—alike a credit to the town and the Principality—good schools at the town of Conway, Bangor (though only the infant school at this place comes under my inspection), excellent schools in the villages of Dwygyfylchi, Llandwrog, and Llanengan, and very fair ones at Pontnewydd, Llanllechid, Llanfairfechan, and Bottwnog.

Through the kindness of the parochial clergyman I was admitted into the school at Llandegai, supported principally at the expense of Colonel and Lady Louisa Pennant; and, though I visited it merely as an amateur, I cannot refrain from expressing the pleasure I received in witnessing such a good state of things.

The chief educational interest of this county is centered at Caernarvon, where, through the exertions of the vicar, the Rev. T. Thomas, and the Rev. B. J. Binns, with the aid of many zealous as well as enlightened friends of education, not only is there a good model school established, but also a training institution for the instruction of masters. The model school is under the superintendence of a teacher (Mr. J. Foster), who probably, more than any other teacher in the Principality, is deserving of the gratitude of the country. He began his labours in times when education was little understood; he soon formed a good school; he has maintained it in a high condition of efficiency ever since, and has kept pace in it with all the improvements lately effected in the art of teaching. He has himself educated many young men who are now deserving teachers in various parts of the country, and he has the superintendence of the teaching and organizing portions of their education, which the students in the training school come daily to the model school to receive. Besides this school, there is a good girls' school, a large infants' school, and what was once called a "ragged school," but has long since ceased to deserve that appellation, all under my own inspection, in the town of Caernarvon. In few parts of the Principality has the moral and social condition of the lower orders improved more rapidly than here; a gratifying result which, I think, must in

great part be due to the efforts for promoting sound religious and intellectual education now making by the upper classes of the inhabitants.

The training institution of Carnarvon has now risen to such a well-merited point of importance as to render some notice of it in this Report indispensable. I find good masters, educated there, at the head of schools in my district. I have witnessed the assiduous labours of the principal, the Rev. B. J. Binns, and I confess that were it to be organized on such a scale as to entitle it to receive public aid under the Minutes of Council, it would be to me a cause of great gratification. Its efficiency would be extended, and its permanency rendered more certain.

From the statements and circulars furnished to me through the kindness of the principal, I have collected the following particulars, and I insert them in my Report because, although the training school is not under Government inspection, yet the model school is; and also, because the former institution is effecting so much good that some knowledge of its constitution ought to be brought home to the attention of all who wish to promote education in North Wales.

This institution was commenced in 1846. Its object is to train and instruct (gratuitously) young men who may be desirous of becoming national schoolmasters, with a view more especially to their adaptation to the peculiar circumstances of North Wales.

While in connection with the institution, they are allowed a small sum weekly for lodging and maintenance, which may be had on reasonable terms in the town and neighbourhood. Masters in charge of national schools in North Wales are admitted for short periods to the institution gratuitously, and pupils in training are, if desired, sent to supply their place in their absence.

Candidates for admission are examined as to their knowledge of the Bible and Prayer Book. They are expected to read, spell, and speak English correctly; to write a good hand; to be well versed in arithmetic, as far as the Rule of Three, and to be able to repeat accurately the Church Catechism.

No candidate is received before the age of 16, nor any one who from ill-health, or infirmity, is disqualified from efficiently discharging the duties of a schoolmaster.

Should the result of the examination prove satisfactory, each candidate is then admitted for one month, as a probationer. On the expiration of that term, another examination is held, when those, whose conduct and progress have been hitherto satisfactory, are admitted as permanent pupils of the institution.

After the pupils have been for some time in the Training Institution, they are required to attend on alternate days at the model school, for the purpose of becoming practically acquainted with the duties of their profession, and they have classes assigned to them, under the superintendence of the normal master.

The success of the undertaking may best be judged by the fact that, since its commencement in the year 1846, no fewer than 47 persons have been prepared at this institution for following the profession of teachers. Of these 35 have been regular pupils, whose instructions have been carried on solely by means of the aid it has afforded, and the remaining 12 have been masters of schools, who have attended at various periods for the purpose of further improvement. There are at present 19 students, while others are waiting to be admitted. During the last half-year 7 young men have been sent out to take charge of schools in various parts of North Wales, and the demands for mas

ters still continue so numerous that it has been found impossible in many cases to comply with them.

The Welsh Education Committee of the National Society have, during the past year, made a grant of 200*l.* to its funds. In consequence of this assistance, suitable premises have been taken, an additional number of students admitted, and every means adopted to secure for them a sound and thorough course of training. Owing to their poverty, but few of the young men who have been hitherto trained at this institution have been able to contribute even a trifle towards their maintenance; and after maturely weighing the subject, the Committee deemed it most advisable to place the students in lodgings throughout the town, taking care that the families with whom they resided were such as bore a good character, and to allow each student, according to his qualifications and circumstances, a small sum weekly towards his support. This plan has been in operation since the commencement of the Institution, and has hitherto been attended with the best results; a proper control is exercised over the conduct and morals of the students, the expense of a boarding establishment is avoided, while at the same time, by being intrusted with the management and disposal of his funds, each student is thrown more upon his own resources, habits of self-dependence and economy are acquired, and, by being thus brought up, he will be the more likely to remain contented with that station of life unto which it hath pleased God to call him.

The subjects in which instruction is given, as well as the time devoted to each, may be seen from the succeeding table; with regard to the progress made in each, it may be observed, that while the rudiments occupy the greater part of the time, some of the students exhibit an acquaintance with the more advanced parts as well. The following are the text-books chiefly employed:—

Holy Bible.	Graham's Exercises in English Composition.
Nicholls' Help.	Colenso's Algebra.
Sinclair's Catechism.	Tate's do.
Burton's Church History.	Tate's Mensuration. Nesbit's do.
Berens' History of Common Prayer.	Tate's Mechanics.
Outlines of English History, S.P.C.K.	Tate's Arithmetic. Hunter's Manual of do.
School History do.	Johnson's Catechism of Agricultural Chemistry.
Sullivan's Geography Generalized.	Hall's Astronomy.
Cornwell's Geography.	Hullah's Manual of Vocal Instruction.
Educational Atlas, S.P.C.K.	Butler Williams' Manual of Drawing.
McLeod's Geography of Palestine.	
Sullivan's Grammar.	
Do. Spelling Book Superseded.	
Chambers' Euclid.	

Besides these the students have access to other works for reference.

In addition to the stated instruction, the students are required to prepare, weekly, written replies to a paper of questions, similar to those proposed at Government examinations.

On Sundays, the students are assembled at 9 o'clock, for the purpose of being instructed in the portions of Scripture which is to form the lesson in the Sunday School, where they have classes assigned to them. Divine service is also regularly attended at the English Church, twice every Sunday, and once during the week.

The present allowance made to each student on entering, to assist his maintenance, is 2*s.* 6*d.* per week. Those who have been some time in the institution, and whose conduct has been satisfactory, may have their allowance increased to 4*s.*

The following rules are fixed up in the class-room, and the violation of any of them is visited with suspension of a part of the weekly stipend.

1. Each student is required to attend regularly the stated services of the Church, and to assist in the management of the Sunday Schools.

2. To be punctual in his attendance at the institution during the week, to come clean and neatly dressed, and in no case to absent himself without leave.

3. To prepare the lessons and exercises previously set, and to bring with him the books that may be required.
4. To perform any industrial task that may be set by the principal or normal master.
5. To see that the class-room and other premises be kept clean, and that the property of the institution be properly respected.
6. To remove no book, &c., from the institution without first seeing that it has been entered down, and to return such books, &c., in the state they were delivered.
7. To conduct himself orderly and quietly in the class-room, to avoid all loud talking or rough behaviour, and to apply his time, both in school and at home, diligently to study and self-improvement.
8. To avoid frequenting any crowded or improper places in the town, and to behave with propriety when passing through the streets.
9. To be steady and serious in his deportment, to attend to personal religion, and to be regular with his private devotions.

(Signed) B. J. BINNS, Principal.

I subjoin a time-table and statement of the rules of the institution. (*See p. 520.*)

At Bangor, in this county, are the head quarters of the Diocesan Board of Education, which numbers among its members all the influential friends of education in this district. This Board aids masters desirous of attending at the training schools of Caernarthen and Caernarvon, by making them small pecuniary grants for this purpose. Eleven masters have profited by this arrangement. A library of reference for school books, with a depôt of school materials, comprising all the books and articles recommended by the National Society, the Society for Promoting Christian Knowledge, &c., is kept up here, and great good has already resulted from the labours of its committee and officers. The Board is also engaged in bringing out a cheap Welsh and English dictionary.

ANGLESEY.

This county does not contain so many good schools as its social circumstances would entitle the country to expect. Of those under Government inspection the best is that at Llanddeusant; those at Gaerwen and Holyhead are also good; and there are promising schools at Llanfaelog and Llanrhyddlad. I understand that the national schools at Beaumaris, which do not come within my province, bear a high character for the good results produced by them. The national school at Amlwch is likely to rise into importance; but with these exceptions, I cannot conceal from myself the fact that throughout a large portion of this island education is greatly neglected, and schools are starved rather than supported. Symptoms of improvement are, however, appearing; and I trust that in course of time the landowners of Anglesey will see the necessity of coming forward liberally and effectually in aid of the efforts which, under proper encouragement, the lower orders would doubtless make.

CAERNARVON TOWN SCHOOL.—TIME TABLE.
The Business Days commenced with Prayer.

ENDING.

Tuesday.		Friday.	
8 to 9	Scripture Geography	Scripture English Grammar and Parsing.	Scripture Geography, Ancient or Sacred.
1	Algebra	Mechanics	Geometry
2	English History	English History	English History
1	Leisure	Leisure	Leisure
		AFTERNOON.	
1 to 2	Private Study	Writing	Practice of Singing
2 „ 3	Dictation and English Composition.	Mathematical Geography, or Use of Globes.	Dictation and English Composition.
3 „ 5	Arithmetic	Mensuration	Arithmetic
5 „ 6½	Object or other Lesson by the Normal Master.	Simultaneous lessons given by some of the Students to the rest.	Lesson on the Art of Teaching.
6½ „ 8½	Welsh Service, after which Private Study.	Private Study	Private Study

SOUTH WALES.

GLAMORGANSHIRE.

I find the condition of the schools in this county generally improved, as compared with last year. New schools have become consolidated in their organization; old schools have developed their methods more completely; the influence of the pupil teachers has made itself felt; and the steady labours of the regularly-trained and certificated teachers have worked much good. New schools are forming in various localities; some, that were previously much in arrear in their plans, are reforming themselves; and the number of children attending school are increasing, though I have not been to all to ascertain in what exact proportion. On the whole I have had the satisfaction of not being disappointed in my expectation, that education would decidedly advance throughout this highly important and intelligent district during the year 1850.

The best schools in the county continue to be the boys' upper school at Dowlais, the boys' national school at Swansea, and the national school in St. Mary's parish at Cardiff. Although from an unfortunate local dispute, which, for the sake of the town in which it exists, should be brought to an end as early as possible, I have not been invited this year to visit the girls' school in York-place, Swansea, I know that it is in a high state of efficiency, and that probably in no similar institution in Glamorganshire could all the peculiar graces of the feminine character be more fully or more beneficially developed. A system of industrial training has been adopted in the school, which I earnestly hope will be persevered in and imitated by other similar institutions.

One of the most pleasing circumstances connected with my inspection of the Glamorganshire schools during the past year has been my visit, by invitation of the managers, to the schools established at Cwmavon. As these institutions were not then under Government inspection, I have not given any account of them among my tabulated returns; but I cannot omit stating that they are of the highest order and importance to the peculiar and hard-working population, for whom they are intended; that they are supported in an easy and judicious manner, by means of deductions from the weekly wages of the hands employed in the Cwmavon works; and that they are, on the whole, in very good condition.

At Dowlais, too, the perseverance of the managers, in their well-laid plans for the intellectual and social good of all connected with the iron-works, maintains the schools in excellent order. Good teachers, good apparatus, abundance of books,

sufficient money,—there is everything here to constitute good schools, except suitable buildings, and these are at present altogether anomalous.

The evening schools for adults and children, employed in the works during the day, are here producing highly beneficial results, and my visits to them, though not made in an official capacity, afforded me great pleasure. The earnestness of purpose shown by all engaged in them—the good behaviour and cheerfulness of teachers and pupils—the progress made—everything pleased me. I would, however, venture to throw out as a hint for the consideration of the managers, that the teachers of the day-schools should *not* be employed in these evening classes; such severe labour will infallibly injure their health, and diminish their powers of teaching in the day-schools, which, after all, are the most important.

As specimens of the exact order and strict vigilance exercised by the managers and teachers of the schools, I subjoin the following tables. They have been extracted for me from the school books by order of the Rev. E. Jenkins, and they may be adopted as models for other institutions on a similar scale of magnitude.

DOWLAIS WEEKLY SCHOOLS, Summary for October, 1850.

DATE.	Boys' and Girls' Day Schools.				Infant Schools.				Night Schools.			
	Boys' Upper Day School.	Boys' Lower Day School.	Girls' Day School.	TOTAL.	Gwerilwyn Infants' School.	Gellifaelog Infants' School.	Banwen Infants' School.	TOTAL.	Evening School for Working Boys.	Evening School for Working Girls.	TOTAL.	Total of Boys, Girls Infants, and Working Boys & Girls.
1850												
Oct. 7	41	95	117	253	240	161	24	425	95	153	248	926
8	39	102	129	270	258	166	21	445	137	170	307	1,022
9	42	97	134	273	262	166	26	288	Church.	172	172	733
10	41	98	125	264	260	155	22	437	169	177	346	1,047
11	39	93	121	253	238	159	21	418	Tea Party.			671
14	40	101	124	265	267	150	13	430	205	170	375	1,070
15	43	100	135	278	280	164	20	464	215	184	399	1,141
16	42	103	131	276	265	167	23	455	Church.			731
17	42	90	132	264	270	162	25	457	217	201	418	1,139
18	41	91	137	269	260	143	25	428	174	170	344	1,041
21	40	104	134	278	225	128	23	386	193	191	384	1,048
22	44	108	143	295	250	136	33	419	203	197	400	1,114
23	44	113	141	298	249	145	32	426	Church.			724
24	43	106	139	288	200	141	33	374	156	175	331	993
25	40	101	135	276	250	131	33	414	154	136	290	980
28	42	100	123	265	220	130	32	382	Meeting for Jews.			647
29	40	136	131	307	240	135	33	408	146	182	328	1,043
30	41	132	159	332	200	139	31	370	Church.			702
31	43	129	152	324	200	140	33	373	73	94	167	864
Nov. 1	41	118	141	300	191	121	27	339	99	128	227	866
Total	828	2,117	2,683	5,628	4,825	2,773	540	8,138	2,236	2,500	4,736	18,502

DOWLAIS SUNDAY SCHOOLS, Summary for October, 1850.

DATE.	Gwerilwyn Adult Welsh Sunday School.	Gellifaelog Adult Welsh Sunday School.	Banwen Adult Welsh Sunday School.	Gellifaelog Adult English Sunday School.	Boys' English Sunday School.	Girls' English Sunday School.	TOTAL.
1850							
October 6	78	92	106	137	52	63	528
„ 13	92	90	103	138	60	80	563
„ 20	97	94	107	132	56	89	575
„ 27	102	88	94	161	67	100	612*
Total . .	369	364	410	568	235	332	2,278

DATE.	English Singing School.	DATE.	Welsh Singing School.	TOTAL.
1850		1850.		
October 2	34	October 3	37	71
„ 9	..	„ 10	40	40
„ 16	20	„ 17	39	59
„ 23	23	„ 24	36	59
„ 30	23	„ 31	41	64
Total . .	100	Total . .	193	293

Our present church accommodation is only for 480, the children in the gallery included.

DOWLAIS WEEKLY SCHOOLS, Summary for 1849.*

DATE.	Boys' Upper School.	Boys' Lower School.	Girls' Day School.	Gwernllyn Infants' School.	Gellifaelog Infants' School.	Ranwen Infants' School.	Male Adult Upper-Evening School.	Male Adult Lower School.	Female Adult Evening School.	TOTAL.
1849										
January 1	82	312	143	144	..	82	329	346	1,438	
" 8	225	639	451	413	618	246	514	530	3,636	
" 15	226	683	483	532	596	344	468	684	4,016	
" 22	212	705	499	451	523	350	540	659	3,939	
" 29	213	693	543	548	560	292	492	672	4,013	
February 5	230	666	551	647	602	285	577	625	4,183	
" 12	224	712	564	728	656	257	466	615	4,222	
" 19	217	704	572	861	671	167	115 468	635	4,310	
" 26	224	678	559	568	509	195	75 279	413	3,500	
March 5	222	733	583	803	743	249	96 361	519	4,309	
" 12	221	723	560	836	706	274	76 304	489	4,189	
" 19	219	719	562	835	699	208	66 172	454	3,934	
" 26	215	706	541	761	717	221	53 153	390	3,762	
April 2	165	560	440	507	540	110	3 19	258	2,602	
" 9	102	369	85	96	..	..		137	789	
" 16	189	607	544	387	395	139	Night School discontinued during the summer months.	278	2,539	
" 23	166	551	587	728	656	217		248	3,153	
" 30	192	692	646	1,016	515	202		218	3,481	
May 7	194	631	693	995	695	215		262	3,685	
" 14	150	444	456	607	593	152		157	2,559	
" 21	221	548	583	884	770	157		197	3,360	
" 28	112	304	291	386	385	73		161	1,712	
June 4	198	492	485	699	608	274		96	2,852	
" 11	191	511	503	745	542	253		110	2,855	
" 18	224	555	576	800	572	180		68	2,975	
" 25	123	317	297	601	..	188		..	1,526	
July 2	Midsummer Holidays commenced.									
" 9	Vacation continued nine weeks, in consequence of the virulence of cholera.									
" 16										
" 23										
" 30										
August 6										
" 13										
" 20										
" 27										
September 3	72	189	190	..	The Mistress of this School died of cholera. Her place was not filled up till November 12.	..	..	..	..	451
" 10	106	306	317	526		..	..	..	..	1,255
" 17	103	295	363	762		..	..	..	..	1,523
" 24	107	279	336	770		38	..	..	..	1,580
October 1	110	319	300	480		186	..	..	..	1,395
" 8	152	423	426	480		224	..	..	..	1,705
" 15	175	450	419	743		157	..	..	..	1,944
" 22	199	469	424	631		148	60 328	..	2,259	
" 29	196	480	414	620		160	79 401	..	2,350	
November 5	195	466	426	642		195	40 248	..	2,212	
" 12	149	367	232	581	536	96	47 164	227	2,399	
" 19	185	446	394	633	455	124	61 244	263	2,805	
" 26	192	433	345	563	581	133	47 168	252	2,714	
December 3	186	437	329	505	535	148	40 146	252	2,578	
" 10	144	350	354	489	428	114	42 144	330	2,395	
" 17	89	182	191	207	288	68	12 ..	265	1,302	
" 24	..	..	..	..	..	..	..	135	135	
Total ..	7,317	21,145	18,257	25,215	16,703	7,171	7,896	10,845	114,541	

* Every number in this table must be divided by 5, in order to show the number of children present in school on any day.

DOWLAIS SUNDAY SCHOOLS, Summary for 1849.

DATE.	Boys' Upper School.	Boys' Lower School.	Girls' English School.	Gellifaelog English School.	Gwerllwyn Welsh School.	Gellifaelog Welsh School.	Banwen Welsh School.	TOTAL.
1849								
January 7	87		107	..	..	..	..	194
" 14	107		99	..	..	..	..	206
" 21	89		..	..	..	..	..	89
" 28	104		136	..	..	..	..	240
February 4	90		121	..	74	67	132	484
" 11	103		132	..	65	64	130	494
" 18	113		110	..	54	66	134	477
" 25	75		80	..	50	67	180	452
March 4	108		92	..	55	66	141	462
" 11	89		102	..	41	67	137	436
" 18	38		88	..	40	62	142	370
" 25	71		..	..	46	69	133	319
April 1	88		83	..	44	62	101	378
" 8	74		113	..	44	61	105	397
" 15	61		95	..	50	56	127	389
" 22	58		82	..	43	53	140	376
" 29	98		89	99	43	68	115	512
May 6	73		104	94	45	67	121	504
" 13	95		85	105	50	75	121	531
" 20	110		81	149	53	81	127	601
" 27	93		87	130	49		108	467
June 3	89		103	100	54		96	442
" 10	79		100	109	64		113	465
" 17	82		77	89	67		118	433
" 24	84		100		82		97	363
July 1	..		65		96		124	285
" 8	..		..		98		111	209
" 15	..		..		85		95	180
" 22	..		..		94		94	188
" 29	..		..		106		96	182
August 5	..		..		113		104	217
" 12	..		..		108		108	216
" 19	..		..		97		92	189
" 26	..		..		110		90	200
September 2	..		..		103		81	184
" 9	..		..		122		82	204
" 16	58		56		144		88	346
" 23	47		34		137		109	327
" 30	55		40		124		96	315
October 7	40		42		113		108	303
" 14	47		52		120		92	311
" 21	74		83		130		96	383
" 28	95		52		127		92	366
November 4	88		65		126		91	370
" 11	91		56		124		88	359
" 18	94		61		117		82	354
" 25	82		57		93		97	329
December 2	71		52		94	64	96	377
" 9	75		68		102	61	89	395
" 16	..		55		94	68	85	302
" 23	73		37		..	61	95	266
" 30	..		..		96	52	82	230
Total . .	3,148		3,141	875	3,986	1,357	5,161	17,668

CAERMARTHENSHIRE.

In this county there are still comparatively few schools under Government inspection, but, of those that are, the best appear to me to be those of Caermarthen and Llandovery. New ones have arisen at Newcastle Emlyn, Llangeler, and Llandybïe; but, from what I know personally of this district, I am still induced, with regret, to infer that the advantages of education are not appreciated in it so extensively as they ought to be.

With regard to the National Society's Training School for South Wales, at Caermarthen, I have to refer your Lordships to the Report of the Rev. H. Moseley, in conjunction with whom I visited it last June, and within the walls of which I have since conducted two examinations of the students.

PEMBROKESHIRE.

It always gives me pleasure to penetrate into this county, and to witness the honest efforts made there, with so much success, for the promotion of education. In no county of Wales are there so many really good schools in proportion to the numbers and resources of the inhabitants. In Glamorganshire there is abundance of money, with all the activity of mind developed by mining, manufacturing, and commercial pursuits, and it would be a shame if good schools did not abound there; but in Pembrokeshire money is exceedingly scarce, wages are miserably low, few of the great landowners are resident, and the population are almost exclusively agricultural; yet in this county, where the peasantry exist by means almost problematical, school payments are cheerfully made, and moreover efficient schools exist. I should say that this observation applies to the southern, or Flemish part of the county; in the northern, or Celtic portion, with the exception of Fishguard, Solva, and Cilgerran—all three good schools—I had none this year under inspection, and I have reason to know that education is lamentably backward—sadly unbefriended. The new school of Llandeloy will next year show, however, what can be effected by a few zealous and discreet individuals.

I have everything to say in praise of the large and excellent schools at Pembroke Dockyard, and of those at Narberth, Rhydbeth, and Uzmaeston. The schools, too, at Tenby, Haverford, Warren, Stackpole, and Burton are all coming on very favourably.

The gentry of this part of the county are co-operating strenuously with the clergy; numerous pupil-teachers are apprenticed in these schools; several of the masters hold certificates of merit; the school system is becoming daily better understood, and better carried out. Pembrokeshire will always, I hope, be a bright spot in the intellectual map of Wales.

BRECKNOCKSHIRE.

In the county of Brecon I find excellent schools at Hay and Brecon, well organized, well worked, and producing admirable results; as well as some good village schools at Llanigon and Llangenau.

I have reason to know that by far the largest portion of this county is very inadequately provided with the means of education, the responsibility of which deficiency cannot but be heavy, though where to fix it hardly perhaps becomes me to attempt. I can only express my sincere wish that it were otherwise.

RADNORSHIRE.

Out of this county only one set of schools appear in my Report for this year—those at Knighton—which are in fair condition; next year I expect to have to report upon more.

Appended will be observed a table of the schools in South Wales employing certificated teachers and apprenticed pupil-teachers; the returns being made up to Nov. 1, 1850.

I have the honor to be, &c.,

H. LONGUEVILLE JONES.

To the Right Honorable

The Lords of the Committee of Council on Education.

TABLE of Schools, in South Wales, having Certificated Teachers and Pupil Teachers.

BRECON.					CARDIGAN.				
SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.		SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.	
	Masters.	Mistresses.	Boys.	Girls.		Masters.	Mistresses.	Boys.	Girls.
Brecon (Boys')	..	..	1	..	Cardigan (Girls')	..	1	..	..
Ditto (Girls')	..	..	..	3	Llandygwydd	1	..	1	..
Ditto (Infants')	..	..	..	1	Pen-y-Parke . . . .	..	..	..	..
Hay (Boys')	1	..	2	..					
4	1	..	3	4	3	1	1	1	..

CAERMARTHEN.					GLAMORGAN.				
SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.		SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.	
	Masters.	Mistresses.	Boys.	Girls.		Masters.	Mistresses.	Boys.	Girls.
Abercwm	1	..	1	..	Aberdare (Boys')	..	..	2	..
Caermarthen	1	..	3	..	Bridgend (Boys')	..	..	2	..
Llandovery (Boys')	1	..	2	..	Ditto (Girls')	..	..	..	1
Ditto (Girls')	..	1	..	..	Cadoxton, Neath (Boys')	..	..	1	..
					Cardiff, St. Mary's (Boys')	1	..	4	..
					Ditto (Girls')	..	..	..	3
					Dowlais (Boys' Upper)	1	..	..	..
					Ditto (Girls')	..	1	..	..
					Merthyr, St. David's (Boys')	1	..	..	..
					Newton Nottage (Boys')	1	..	1	..
					Ditto (Girls')	..	..	..	1
					St. Bride's, Major (Boys')	1	..	1	..
					Ditto (Girls')	..	..	..	1
					Swansea, National (Boys')	1	..	4	..
					Ditto (Girls')	..	..	..	3
					Ditto (Infants')	..	..	..	3
4	3	1	6	..	16	6	1	15	12

PEMBROKE.					RADNOR.				
SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.		SCHOOLS.	Certificated Teachers.		Pupil Teachers, Apprentices.	
	Masters.	Mistresses.	Boys.	Girls.		Masters.	Mistresses.	Boys.	Girls.
Burton . . . .	..	..	1	..	Knighton (Boys')	..	..	1	..
Cilgerran . . . .	..	..	1	..	Ditto (Infants')	..	..	..	1
Haverfordwest (Boys')	..	..	3	..					
Ditto (Girls')	..	..	..	2					
Lampeter Velfrey . . . .	..	..	1	..					
Milford . . . .	..	..	2	..					
Narberth	1	..	3	..					
Pembroke Dock (Boys')	1	..	8	..					
Ditto (Girls')	..	..	..	4					
Rhydyberth . . . .	..	..	1	2					
Solva	1	..	..	..		
Tenby (Boys')	1	..	1	..					
Ditto (Infants')	..	..	..	1					
Warren . . . .	..	..	1	..					
Uzmaston	1	..	3	..					
15	5	..	25	9	2	..	..	1	1

From the above returns, it appears that there are, in South Wales, 44 schools, employing 16 certificated masters and 3 certificated mistresses, with 51 boys and 26 girls apprenticed as pupil teachers.

SUMMARY A.

* * * The numbers in each of the following columns depend upon this first column. The results given, being those of actual District.

Number of Schools inspected between 1 Nov. 1849, and 31 Oct. 1850.*	Number of Children Accommodated.	Average daily Attendance.	Number of Children present at Examination.	Number of Certificated School-masters or School-mistresses.	Number of Pupil-teachers.	Per Centage* of Children learning													
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music, from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Fractions, and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Arithmetic	
112	12,850	5,651	5,697	25	97	1·08	2·17	·68	7·76	15·48	17·48	45·16	30·36	26·36	4·72	8·28	14·67		

SUMMARY B.

Aggregate Annual Income, as stated by Managers.				
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
303 13 8	1,965 8 4	216 3 11	1,299 8 4½	349 4 6½

SUMMARY A.

inspection between 1 November 1849, and 31 October 1850, are not to be taken as complete accounts of the Inspectors'

as far as				Per Centage* of Children								Per Centage of Children Aged							
				Writing				Reading ¹				7	8	9	10	11	12	13	14
				On Paper.	On Slates.			Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.								
Division.	Addition.	Numeration or Notation.	Abstracts or Composition.	From Copies.	Abstracts or Composition.	From Dictation or Memory.	From Copies.												
8.	12.18	27.9	6.35	41.58	31.84	43.63	51.81	27.	30.98	27.11	30.6	31.67	13.37	12.99	12.31	10.49	8.32	5.87	4.98

* Taken on number present at Examination.

SUMMARY B.

Aggregate Annual Expenditure, as stated by Managers.				
TOTAL.	Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	TOTAL.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
4,133 18 10	3,449 1 4	454 16 6½	516 10 4½	4,420 8 3

TABULATED REPORTS, in detail, for the Year 1850, on the Schools inspected by the Rev. H. L. JONES, H. M. Inspector of Schools, &c.

NAME of School.	Date of inspec- tion.	No. of Children.	GENERAL OBSERVATIONS.				
			1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods. 6. Master and Mistress. 7. Special.
1. Llanantffraid Glyn Cwaw, Boys and Girls.	1849. 26 Nov.	Present at Examination. 74 Have left within last 12 months. 53 Admitted within last 12 months. 54 In ordinary Attendance. 90				1. Moderate. 2. Fair. 3. Divided into four classes with a monitor to each; the master's wife teaches sewing to the girls. 4. Good; the children cheerful and well-behaved. 5. Fair. 6. Fairly qualified for his office; explains well; questions fairly. 7. The room is a fair one in point of size, but requires cleaning and reparation; the outbuildings want repairing also; there is an idea entertained of erecting a new school near the church about a quarter of a mile off.	
2. Eglwysfach, Boys and Girls.	27 Nov.	80				1. Fair. 2. Fair. Books of secular reading required. 3. Divided into four classes, with a monitor to each relieved daily. 4. Excellent. 5. Somewhat old fashioned, but well applied and producing a good result. 6. I entertain a favourable opinion of the merits of the master as a teacher; though without the advantages of training, he has a fair stock of knowledge, an unusual degree of good sense and good temper, and teaches well. 7. The master's wife has charge of the girls and teaches sewing; both the master and the mistress are much liked in the village, and well spoken of by the parents of the children. 7. The school-room is divided into two parts by a wooden screen, and in one part the girls prepare their lessons and learn sewing; it is clean, light and cheerful, the outbuildings to are good; the children translate very well from English into Welsh.	
3. Llanfair Talhaiarn, Boys and Girls.	23 Nov.	61				1. Fair. 2. Moderate; better books wanted. 3. The school is divided into six classes with a monitor to each; in this, as in most parochial schools, the infants or younger children impede the rest of the classes greatly. 4. In perfect, requires improvement. 5. Fair. 6. The master is sufficient for his position, if he is able to maintain discipline; this is engaged to teach the girls sewing. 7. The school-room is in fair condition; out-promises moderate. Some higher reading books might be well introduced here. The discipline of the school will improve, it is expected, as the master becomes more accustomed to the children.	
4. Llangerniew.	29 Nov.	49				1. Moderate. 2. Fair; pictures for the younger children are wanted. 3. Divided into four classes under a mistress with an assistant relieved weekly. 4. Discipline good, notwithstanding that the teacher is young, and some of the boys rather big. 5. Methods very fair, carried out with readiness and judgment. 6. The mistress a young woman trained at Cae-narvon, 28 years of age, intelligent and fairly informed; the salary is only 30 <i>l.</i> per annum, without any residence found her. 7. The school-room is too low in the roof and rather dark, but fairly ventilated, it has only one fireplace; probably a larger room will be erected here in future days.	
5. Llaurwt	30 Nov.	81				1. Desks and other furniture good. 2. Books and apparatus very fair. 3. Organized in one school for boys and girls, but in the afternoon the latter go into their own school-room to learn sewing, &c., from a mistress; three classes in all. 4. Discipline good. 5. Methods very fair. 6. The master shows much intelligence and fondness for teaching; he is quick in his movements, and ready with explanations for the children; salary 60 <i>l.</i> per annum with residence and garden. 7. The school buildings are handsome, new, and erected at considerable expense; the lighting and ventilating are good.	

6. Mold, Girls'	3 Dec.	103	42	30	115	1. Will be good in the new school. 2. Will be good in the new school. 3. Divided into five classes with a monitor to each. 4. Good. 5. Good. 6. I have no hesitation in recommending the mistress as a fit person to be intrusted with the education of pupil-teachers, and I would refer to her certificate in proof of my opinion. 7. The school is about to be moved into the new buildings; but even in the old ones, far too small and inconvenient in many respects, the mistress shows considerable skill and experience of managing in keeping all things in fair order.
7. Ruthin, Boys'	4 Dec.	68	44	42	81	1. Excellent. 2. Good. 3. Organized in four classes with six monitors from the first class, relieved weekly. 4. Excellent. 5. Good. 6. I have a good opinion of this master, as to his intelligence and good temper, and unless I am mistaken, he will come out well from the certificate examination; he has got his school in excellent order. 7. The room is new, well ventilated, but rather dark, parallel desks; classes in squares; master's house good; outbuildings fair, but not large enough.
" Girls'	"	63	24	49	74	1. Excellent. 2. Better reading books required, only the Bible used for a reading-book. 3. Divided into four classes with four monitors. 4. Pretty good. 5. School-room new, the same as the boys' room, too dark, well ventilated; parallel desks, classes in squares; out premises fair. It has been a serious error in this school, not to have reduced the money laid out in ornament, and to have built a residence for the mistress.
8. Llanidloes	5 Dec.	57			44	1. Furniture moderate, two rows of parallel desks used. 2. Books of secular reading should be introduced here; there are no maps nor black-boards in the school, a serious deficiency. 4. Divided into four classes under a master, with a mistress to teach sewing. 4. The general character of the instruction is moderate, discipline good; other subjects of instruction might well be introduced. 5. Method rather old fashioned, but fairly carried out. 6. The master is 60 years of age, and has been here 12 years; the mistress is his wife, both seem anxious to do their best in the school. 7. The school-room, together with the house cost only 172l., and is abundantly good enough for the requirements of the village. It is well lighted, and altogether a very fair building.
9. Llanferris Girls'	6 Dec.	33	1		55	1. Fair. 2. Fair. 3. Organized under one mistress in four classes with two monitors, not relieved, but training for pupil-teachers, and receiving instruction out of school time; desks against wall, classes in squares. 4. Fair. 5. Methods good; mental arithmetic commenced. 6. The mistress is a good teacher and well informed, explains well and clearly, questions well too; her manners and appearance engaging, but she is too timid, and is altogether out of her element in this place. 7. The school-room has only a moveable partition six feet high between the boys' division and the girls', and is often used as one room; there is a master's house attached, and inhabited by him, and also for the mistress, but this is let out, and the mistress is forced to have lodgings for herself at 4l. per annum; I do not see the reason of this, the teachers ought to inhabit each their own house; the out-buildings are fair, and the whole edifice in good repair; cheerfully situated by the side of the high road to Ruthin, four miles from Mold.
10. Denbigh, Boys'	1259. 8 Jan.	96				1. Good. 2. More books, especially of secular reading, wanted. 3. Three rows parallel desks; two pupil-teachers at the end of their first year, monitors to each class. 4. Fair. 5. Good. 6. Holds a second class certificate. 7. The room is fairly ventilated, but should be cleaner; the present master has been here only a few months, he found the school in bad condition as to discipline, and has great difficulty to contend with in bringing it round again.
" Girls'	"	110	4	36	100	1. Good. 2. Fair, as far as they go. 3. Four rows of parallel desks; classes sometimes in squares; there is a monitor to each of the lower classes taken from the first, and relieved weekly. 4. Fair; school quiet, children well behaved.
"	"					5. Fair. 6. The mistress seems well disposed, and bears an excellent character for attention to her duties; she requires considerably more information upon many points. 7. The room is well ventilated and clean, though rather gloomy; the tone of instruction conveyed in this school requires to be raised; books of secular reading should be introduced, history should be taught, and geography should be carried further.
11. Llandymog, Mixed	9 Jan.	78	35	34	70	1. Moderate. 2. Books of secular reading wanted. 3. The school is divided into five classes with a monitor to each, relieved weekly. 4. Fair. 5. Fair. 6. Master moderately informed, appears to teach well, smart in his discipline, but not severe; the mistress, who teaches sewing, is the master's wife. 7. The school-room is at present divided into two by an inconvenient wall; the outbuildings require improvements; in general, the school is clean and tolerably comfortable; the master's house is fair, adjoining the school; some parallel desks are wanted in the school and some more furniture and apparatus might be introduced advantageously; the farmers' children pay from 3s. to 7s. per quarter, according to subjects.

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
12. Llanshaed-y-n- ghinnmeirch, Boys' and Girls'.	1850. 10 Jan.	69	19	24		1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
13. Abergele, Mixed.	11 Jan.	66	18	39	80	1. Fair. 2. Fair; Hullah's sheets used, maps and picture cards sufficient, more reading books wanted. 3. Classes in squares, desks against wall all around the school. 4. Fair. 5. Registration defective. 6. The master requires much more instruction and practice under good direction; a mistress teaches sewing in this school every afternoon. 7. Room tolerably well ventilated, clean and light; outbuildings very bad and dirty; the school too is built over a cart shed, having been in fact a barn given by a gentleman for this purpose. 1. Moderate. 2. Fair; books of secular reading required. 3. Divided into five classes with two monitors to each relieved weekly; a mistress teaches sewing twice a week; registration rather deficient, improvement recommended and promised. 4. Fair. 5. Fair. 6. Intelligent, doing his duty fairly, requires more experience perhaps, and likely to make an efficient school. 7. The room is divided into two compartments for boys and girls by folding-doors, a fireplace in each; ventilation requires to be attended to.
14. Ruabon, Boys'.	14 Jan.	66	51	52	60	1. Good. 2. Fair. 3. Divided into four classes; writing desks in four parallel rows within a recess leading out from the school-room; classes formed in squares for usual lessons. 4. Good. 5. Good. 6. An intelligent, good-tempered man; a little girl in this school, the adopted daughter of the master and his wife was in the boys' school with him, and was teaching a class most effectively. 7. The school room is large and well suited for the purpose, rather ornamental than otherwise; the outbuildings are under a terrace in front of the school, and are about the worst and dirtiest I have seen in Wales, they should be altered immediately; the room is most inadequately warmed by flues underground; labourers' children pay 1d. per week, tradesmen's children and farmers' children pay 5s. per quarter. 1. Desks and furniture same as in boys' school. 2. Books and apparatus ditto. 3. Divided into four classes with a monitor to each relieved daily. 4. Secular reading-books should be introduced into this school of a higher kind than those now used; the general character of the instruction is fair, as far as it goes, the discipline good. 5. Methods fair. 6. The mistress has been trained at Whitlands and has been here twelve months; her salary is 20l. per annum with house, coals, and garden. 7. The same observations, as in the case of the boys' school-room, apply to this. 1. Moderate. 2. Moderate. 3. Fair. 4. General character of instruction fair; discipline good. 5. The methods are the usual ones, and are carried out with good temper and discretion. 6. The mistress is sister to the teacher of the girls' school, and is occasionally aided by some of the girls from the upper classes; an intelligent and active young person; residence the same as her sister's. 7. The room is too small for the purpose, but is clean and cheerful.
15. Chirk, Girls'.	15 Jan.	55	58	73	80	1. Good. 2. Good and abundant. 3. Divided into six classes with a monitor to each. 4. Good. 5. Fair, would be improved if the mistress could have some more training during her vacations. 6. The mistress is a person of quiet manners who maintains excellent order in the school, and has got her children up to a fair point of instruction. 7. The room is highly ornamented outside and comfortable within, well lighted, warmed, and ventilated; kept very clean, tiled floor, warmed by a grate; the children are clean and well clad; desks against walls, classes in squares.

16. Llangollen, Mixed	17 Jan.	94	11	25	90	1. Fair, 2. Fair, some larger maps wanted. 3. Organized under one master and one mistress as to teach room; in six classes, with six monitors not relieved, but taught in a separate class after school hours are finished, and effected with great quietness of manner. 5. Good, much intelligence shown in adapting capabilities of various boys. 6. I have a high opinion of the master, from what I know of his character as well as from his professional conduct; he is a fair musician, and plays on the organ; he uses a small class of ten or twelve boys in the school for leading the classes. 7. The room is double and well ventilated, light clean and cheerful, warmed by a stove, indifferently in the middle; stone floor, desks round the walls, children in squares; the moderate, requiring some improvements, which I pointed out. An infant school, distinct from this mixed one, would be of great benefit to the town; it should be recommended to the Committee of Managers, and might be established without much difficulty.
17. Gresford, Boys	18 Jan.	45	21	68	21. 68	1. Desks and furniture good. 2. Good. 3. Organized under a master in four classes for reading and 1. For arithmetic with four monitors from the first eight boys of the first class, relieved weekly. 4. General character of the instruction decidedly good, and the discipline excellent. 5. The methods adopted appear judicious; everything is carried on with much regularity, smartness, and quietness. 6. The master, who has been trained at Westminster appears to know his business well; his salary is £40. per annum, without residence. 7. The room is an excellent one, with plenty of light and fresh air, the ceiling flat, the windows high up, everything very clean; a small library and class-room adjoining the out-premises are the best I have met with in the whole of Wales; the building is an old one on the north side of the churchyard.
Girls		43	21	63	21. 63	1. The desks are fair in quality. 2. Books and maps sufficient. 3. Four classes under a mistress with monitor, relieved weekly; only seven girls in the school are selected as monitors, and when so employed, do not pay any pence for that work, - a sad mistake. 4. The general character of the instruction is but moderate; the discipline fair. 5. Methods fair, the same as those employed at Westminster. 6. The mistress is a widow, and has been trained for a short time at Westminster; the salary is £34, with rooms furnished, and coals. 7. The room, though clean and light, is badly ventilated.
Colwyn, Mixed	21 Jan.	64	21	70	21. 70	1. Desks and furniture fair. 2. Books of secular knowledge should be introduced here; maps fair. 3. Organized under a mistress in four classes, with three monitors, relieved weekly; and a mind is teaching in the afternoon. 4. The instruction, though very limited in extent, is fair in general character. 5. Method well applied, though not of the best kind. 6. The master has been in the school 20 years, he is fairly educated, kind-hearted, clean in his person, and is evidently doing good here; his salary is £40. with a residence. 7. The school-buildings are new and good, but the ventilation of the school room is defective.
Holyhead, Boys	22 Jan.	82	22	65	22. 65	1. Moderate in two rows of parallel desks. 2. Fair. 3. Divided into five classes each under a monitor, the master questions each class after the monitor has taken it through the ordinary class work. 4. Fair. 5. Fair. 6. The teacher of this school conducts his school well though under several disadvantages. 7. The school-room is too small for the number of boys attending it, is not kept clean, and has bad approaches and bad out-buildings; the children are dirty, coming from poor parents, and diseases of the head exist in the school.
Girls		62	22	71	22. 71	1. Furniture and desks old and bad. 2. Books and apparatus very defective. 3. Organized under a mistress in four classes with monitors; no register of attendance kept. 4. The general character of the instruction is backward, the writing bad; discipline moderate. 5. The methods employed appear to be imperfect. 6. The mistress, though trained at Westminster for a short time, appears to me not sufficiently well informed for her duties; the salary is £34. 7. The room is dirty and kept in bad order; several of the children have discharges of the head.
Llandudnant, Mixed	23 Jan.	45	23	51	23. 51	1. Good. 2. More books of secular reading wanted. Maps and apparatus good. A good globe wanted here. 3. Divided into four classes, without regular monitors, the master and his eldest daughter and the clergyman taking the teaching among them. Four rows of parallel desks. Class-room. Some of the classes in squares. 5. Good. 6. The master has never been trained, but he is a sensible man, and fond of his profession. 7. This school is the best in the Isle of Anglesey, kept very strictly, both in work and in discipline, constantly visited, and instructed by the clergyman in person. Room clean, light, cheerful, warm, and comfortable. Children clean and fairly clad. The instruction is given in Welsh and English concurrently, and the children understand both languages well.

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—*continued*.

NAME of School.	Date of Inspection.	No. of Children.			GENERAL OBSERVATIONS.			
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization; 5. Methods. 6. Master and Mistress. 7. Special.
21. Llan-hyddad Llan-fairychornwy and Llanbrydwr (United School)	1850. 24 Jan.	44	.	.	46	b. Good. 2. Sufficient books. Maps abundant. 3. Divided into four classes, under one master. The system of monitors not well carried out here. 4. General character of instruction good for its extent, but more secular knowledge seems wanted in this school. The discipline is good. 5. The methods would be better if the master had been trained. 6. The master appears to be an intelligent, good tempered man; questions the children well. He should go to a training-school to improve himself. Salary 34 <i>l.</i> , with house and garden. 7. The room is large, cheerful, and fairly ventilated; it is newly built, and the approaches to it are not yet finished.		
22. Gwalchmai, Mixed	25 Jan.	27	.	.	43	1. Furniture moderate, desks fair, but everything very dirty. 2. Books and apparatus altogether defective. 3. Organized under one master in three classes. 4. General character of instruction very limited and imperfect; discipline very moderate. 5. Methods bad. 6. The master seems anxious to do his duty, but requires experience and practice in a good school. He should go to some training institution. Salary 25 <i>l.</i> , without any residence. 7. The room is exceedingly dirty, and badly ordered; the coals are kept in one corner of it. The whole school requires a thorough reformation, but the means for effecting this, owing to the smallness of the subscriptions, are quite inadequate.		
23. Pensarn, Mixed	28 Jan.	49	.	.	70	1. Moderate, but probably as good as can be afforded. 2. Maps wanted greatly, only a map of Palestine on the walls. Books of secular instruction required here. 3. Divided into four classes, under a master, with a monitor to each. 4. The instruction, as far as it goes, is very fair, but its general tone and extent might easily be raised. Discipline fair. 5. The methods are but moderate, for the master has not been trained at any institution. 6. The teacher is an intelligent, active man, apparently good tempered. His salary is only 25 <i>l.</i> , with a house and garden. 7. The room is 40 long and 15 feet wide, rather low, but not badly ventilated. The school is frequented chiefly by the children of the miners engaged in the Parys Mountain Copper-works, tolerably clean, and fairly clad. They each pay 2 <i>d.</i> a-week, and find their own books.		
24. Llanallgo, Mixed	29 Jan.	12	.	.	30	1. Very moderate. 2. Altogether deficient. 3. Two classes, but hardly any organization can properly be said to exist here. 4. The school is in so low a condition that the instruction is of the most limited and imperfect kind. 5. Methods impossible to be judged of. 6. The master has formerly been a sailor; his salary is only 7 <i>l.</i> a-year, with a house. 7. The district is one of great poverty, and the school is kept open with difficulty.		
25. Llangristolus, Mixed	30 Jan.	16	.	.	48	1. Fair, but very dirty. 2. Defective. 3. Arranged in four classes, under a master, with a monitor to each. 4. The general character of the instruction could hardly be judged of, for the school has been nearly broken up through the prevalence of scarlet fever. The clergyman is recently dead, and the institution is in confusion. 5. Ditto. 6. The master is one of Mrs. Ryan's Trust; he has been a sailor, and is going to be removed. 7. The room is sufficiently good, but the school is all in neglect and disorder. There are various circumstances connected with the parish which promise a better state of things in a short time.		

25. Llanfaellog, Mixed . . .	31 Jan.	62	6	30	71	1. Excellent. 2. Good. 3. Divided at present into three classes, but these will be subdivided accordingly as the school becomes larger, and the master able to carry his views out. 4. Fair. 5. Fair; the usual ones of the Battersea School. 6. Intelligent; fairly informed. 7. As this school is only recently come into activity, its probable working condition can hardly be tested. The premises are convenient and solidly built, and an accommodation given both for the master and the children.
27. Gaerwen, Mixed . . .	1 Feb.	55	32	45	85	1. Will be sufficient in the new schools. 2. Will be sufficient in the new schools. 3. Divided into four classes, with a monitor to each. 4. Fair. 5. Moderate. 6. I saw the teacher and the school under very disadvantageous circumstances, for the children were assembled in the old room, where it was almost impossible to manage the classes in an efficient manner. The religious knowledge of the children appeared to me sufficient. 7. At the time of my visit the school was held in the old room, where everything was much crowded; since that time the school has been transferred to the new room, a locality altogether suitable.
28. Llanfair Vechan . . .	5 Feb.	19			40	1. Good. 2. Good. 3. Divided into five classes, but the organization is likely to be improved under a new teacher. 4. Instruction good. The children translate well from English into Welsh; the arithmetic good also. Discipline good. 5. Methods fair, but some alterations required. 6. The master is going to leave. Present salary is 30 <i>l.</i> with a house and garden. 7. The room is new and good, but not kept so clean as it should be. Out-premises very fair.
29. Llanllechid . . .	6 Feb.	161			130	1. Moderate. 2. Fair. Books of secular reading required here. 3. The organization is imperfect, in so far as it leaves too many children under one master, with no pupil-teacher sufficiently well qualified for the purpose. A permanent mistress to teach the lower classes would be of much value here. At present there is only a woman to teach sewing, who attends three times a-week. There are eight classes, and the monitors are not relieved regularly. 4. Instruction fair, as far as it goes; discipline moderate, and somewhat defective in order. 5. Moderate. 6. The master is an active, well-meaning man; he requires to become acquainted with the improved methods adopted in training-schools. His salary is 45 <i>l.</i> , with house and garden. 7. The room is not large enough for the number of children; too low in elevation, and imperfectly ventilated.
30. Dwyrn, Ycheli . . .	7 Feb.	40			50	1. Good. 2. Books fair, but more maps required. 3. Divided into three classes, under a master and a mistress. 4. Instruction very fair; discipline good. 5. Good. 6. The master holds a certificate of merit; quite up to the duties of his office. 6. The mistress is an active, good-tempered young person, doing her duty fairly. 7. The school-room, with the teachers' residences at either end, new and good, light and cheerful, built close to the railroad and the sea-shore. Everything very clean and well ordered in this school.
31. Bangor, Infants' . . .	8 Feb.	148			130	1. Fair. 2. Good. 3. Organized under one mistress, with two assistant-monitors paid for their services, and divided into five classes. 4. The instruction fully equal to the average of good infant schools; the discipline maintained with much kindness and gentleness. 5. The methods are the usual ones, and are judiciously employed. 6. The mistress is a married woman, and has been a schoolmistress 20 years. She seems well qualified for her office. 7. The room, which is quite large enough, is not so clean as it should be. There is a play-room under it.
32. Conwy, Boys' . . .	11 Feb.	125	62	36	125	1. Good. 2. Good and abundant maps. Books of secular reading should now be introduced. 3. Divided into five classes, with a monitor to each. There are two sets of parallel desks, of three rows each, in the new part of the room. In the old part the boys are formed in squares. 4. Fair. 5. Good; same as those used at Westminster. 6. The teacher of the school is fairly informed in most subjects necessary for a schoolmaster, and in his own language has acquired much distinction. His manner of conducting the school is satisfactory. 7. The school-room has been lately added to; it is well kept up, and the children well arranged in it. The out-buildings are fair. The monitors, relieved weekly, and five classes. 4. The organization is good, as far as it goes, but secular knowledge should be more attended to here. The discipline is excellent, and the children well behaved, all clean, and fairly clad. 5. Fair. 6. The mistress has not been trained, but has been a teacher 18 years. Her salary is 30 <i>l.</i> , without a residence. The assistant-teacher has a salary of 3 <i>l.</i> 4 <i>s.</i> Both seem to be doing their duty in an effective manner. 7. The room is well-lighted, clean, warm, with good ventilation, and everything is in nice order within it. The school satisfactorily superintended by ladies who visit it, and take a warm interest in its welfare.
32. Conwy, Girls' . . .	"	77			97	

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—continued.

NAME of SCHOOL.	Date of Inspec- tion.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
	1850.					1. Desks and Furniture. 2., Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.
33. Llandudno, Mixed .	12 Feb.	43	52	63	80	1. Fair. 2. Maps, &c., sufficient; some more advanced reading-books are wanted. 3. Divided into four classes, with two monitors, relieved daily. Three rows of parallel desks on a gallery are used by the children when writing. 4. Fair. 5. Fair. 6. Master active and intelligent. A mistress attends twice a-week to teach sewing. 7. I saw this school under rather disadvantageous circumstances, when many of the children were detained at home on account of the weather, and from other causes.
34. Llangelynnin, Mixed	14 Feb.	38	.	.	45	1. Fair. 2. Moderate. More maps and books of secular reading required. 3. Organized in five classes, under a master, with three monitors; discipline very fair. 5. Moderate. 6. The master is fairly informed; he would be much benefited by studying the improved methods employed in training-schools. His salary is 45 <i>l.</i> , with a house. 7. This school serves for two parishes, Llangelynnin and Gvffin. Two small endowments are attached to it. The room is a very fair one, tolerably well ventilated; outbuildings good.
35. Pwllheli, Mixed .	18 Feb.	92	.	.	110	1. Fair. 2. Fair. Maps good. 3. Organized under a master, in four classes, with three monitors, relieved weekly. 4. Instruction and discipline both exceedingly imperfect at the time of my visit, but the master will shortly leave. 5. Bad. 6. The master, though fairly informed, and trained at Chester, has had no experience in actual tuition, and is not at present fit for his office. Salary 50 <i>l.</i> , with a house. 7. The room is dividable into three portions, fitted up with desks throughout; ventilation very imperfect.
" Infants .	"	84	.	123	.	1. Fair. 2. Fair, but some more books and maps are wanted. 3. Organized under a mistress, with one monitor, in five classes. 4. Instruction and discipline both suitable. 5. Methods the usual ones, well employed. 6. The mistress has been here six years; her salary is 36 <i>l.</i> She seems an intelligent and industrious teacher. 7. The room adjoins the boys' school, and is clean and well lighted; the ventilation, however, requires improvement.
36. Abererch, Mixed .	19 Feb.	26	.	.	54	1. Very moderate. 2. Books of secular reading greatly wanted, and maps. No apparatus. 3. Organized under a master, in four classes, with a monitor to each, relieved weekly. 4. Instruction good in character, but more secular knowledge wanted. I found two boys in the first class learning Latin. Discipline fair. 5. Methods fair, but for want of apparatus, &c., could hardly be carried out. 6. The master is a young man, trained at Carnarvon for a short period. He was educated at Ystrad Meurig Grammar School. Salary 36 <i>l.</i> , with residence. 7. The school-room stands in need of repair, the ventilation, too, should be improved; outbuildings very moderate.
37. Nefyn, Mixed . .	20 Feb.	35	.	.	46	1. Moderate. 2. Insufficient in quality and kind. 3. Organized under a master in three classes, without monitors, because the system of monitors is objected to by the parents (?). 4. Instruction and discipline moderate in extent and tone; some course of secular reading should be introduced. 5. Methods moderate. 6. The master has been a teacher upwards of 18 years; aged 40; salary 23 <i>l.</i> 7. The room requires cleaning, and re-arranging; otherwise it seems sufficient for the wants of the locality.

38. Bodfean, Mixed	22 Feb.	22	30	1. Fair. 2. Organized under a mistress in four classes, without monitors. 4. The general character of the instruction communicated to the children is very fair, though limited to scriptural knowledge; and the discipline is fairly maintained. 5. The methods adopted by the teacher are carried on with act and work well. 6. The teacher herself is only 22 years of age; she has been trained up at Carmarvon; salary 25 <i>l.</i> , with a residence. 7. The room is a new one; well built, well ventilated, clean, and cheerful.
39. Llanengan, Mixed	25 Feb.	50	54	1. Good. 2. Good. 3. Organized under a master in four classes, with two monitors, relieved daily. 4. Instruction good in its main features; pains are evidently taken with the children, and they themselves are intelligent; discipline good; much cheerfulness exists in this school. 5. Judicious. 6. The master has been in charge here five years; his salary is only 25 <i>l.</i> , with a house and garden. He is an active man, fairly informed, and qualified for his situation. 7. The room has been newly-built; is clean, well ventilated, light, and cheerful: the outbuildings good. I have no doubt but that this school is exercising a most beneficial influence on the surrounding district.
40. Llanestyn, Mixed	26 Feb.	.	.	1. The school was closed at the time of my visit; a new master was going to be appointed. The room is small, and will require enlargement if the school succeeds.
41. Brynroes, Mixed	27 Feb.	11	25	1. Very moderate. 2. Totally insufficient. 3. This school can hardly be said to be organized at all; there are, however, nominally two classes in it. 4. The instruction may be set down as almost nothing; and the discipline, with only 11 children in attendance, can hardly be taken into account. 5. Imperfect. 6. The master is now united by age, 72 years, for his office, though formerly he has been a useful teacher in the neighbourhood. He is an old Peninsular soldier, and is pensioned by the War Office, fortunately for him, for his salary is only 8 <i>l.</i> 4 <i>s.</i> 6 <i>d.</i> per annum, with a house and a garden. 7. The building is in need of repair, and seems to have been left unfinished. The whole school requires restoration; but without the aid of the landowners, who are all non-resident, this can hardly be effected. The inhabitants of this district are wretchedly poor.
42. Bottynog, Girls'	28 Feb.	10	43	1. Good. 2. Fair; but maps are wanted and some books of secular reading. 3. Organized under a mistress, in six classes, without monitors. 4. I could hardly judge of the character and extent of the instruction, because, owing to the indelicacy of the weather, very few girls were present. Those that I examined acquitted themselves well. 5. The methods appeared to me good. 6. The mistress is a person of prepossessing appearance and address; and her salary is 22 <i>l.</i> , with a house and small garden. 7. The room is light, cheerful, clean, and fairly ventilated.
43. Buckley, St. Matthew's, Boys'	4 Mar.	31	65	1. New, handsome, and good. 2. Excellent and abundant. 3. School divided at present into only three classes, with a monitor to each, from the first class. 4. Good; enforced with mildness and patience. 5. Good. 6. The master is quite capable of performing his duties efficiently. 7. The whole of the building, connected with this school may fairly be taken as a model of what may be accomplished for the money expended. They are some of the handsomest and most convenient I have seen in Wales. The scholars are stated to have fallen off in consequence of the payment being considered high, and being rigorously enforced.
" Girls'	"	27	.	1. Excellent. 2. Good. 3. Divided into three classes; with one monitor; more would be appointed, but the total numbers of the classes in school are too inconsiderable. 4. Excellent. 5. Fair. 6. The mistress appears a steady and respectable person; and has her school in good order. 7. The girls' school-room is the counterpart of the boys'; and the same observations apply to each.
44. Bistre, Mixed	5 Mar.	55	60	1. Moderate. 2. Insufficient. No maps, nor apparatus; only a few reading-cards, four classes, with a monitor to each. 4. General character of instruction, very mode knowledge; secular reading should be introduced; discipling fair. 5. Methods improving. 6. The master has been here nearly eight years; he is now 57 years of age, has lost a leg, and should be pensioned off; his salary is only 18 <i>l.</i> , and he has no house. In sum, a d can be secured for so low a sum. 7. The room is fairly suited for the purpose; but a girls' school adjoins it, but is not used. The outbuildings are moderate.

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—continued.

NAME of School.	Date of Inspection.	No. of Children.			GENERAL OBSERVATIONS.
		Present at Examination.	Admitted within last 12 months.	After-attendance In ordinary last 12 months.	
45. Mold, Boys'	1850. 6 Mar.	92	.	.	1. Moderate. 2. Fair; but everything will be put upon a good footing when the new schools, now nearly completed, are entered. 3. Organized under a master, in five classes, with monitors, relieved weekly. 4. The instruction given here is very fair; still, I expect to find it improved in the new schools; discipline fair. 5. Methods good. 6. The master is fairly informed; he has been trained at Westminster, and appears likely to conduct the school well. 7. The present room is in bad repair, but the new school will be one of a much higher description.
46. Gwernafeld, Boy's .	7 Mar.	52	.	.	1. Very fair. 2. Books fair in condition; but secular books and maps are much needed here. 4. Organized under a master, in four classes, with three monitors, relieved weekly. 4. Instruction good, but should now be carried out further; discipline good. 5. Methods very fair. 6. The master is an intelligent man, of good demeanour and address; he has not been trained, but seems fairly qualified for his office; his salary is only 21/6, without a residence. 7. The room is tolerably clean, fairly ventilated, light, and cheerful. Much difficulty is experienced in keeping the children after 10 to 11 years of age, on account of their getting employed so readily in this mining district.
" Girls'	"	51	.	.	1. Very fair. 2. The same as in the boys' school. 3. Organized under a mistress, in five classes, with a monitor to each, relieved daily. 4. Instruction very fair; children intelligent and well behaved. Everything conducted quietly and cheerfully. 5. Methods good. 6. The mistress is the master's wife; salary 19/4. She appears altogether well qualified for her occupation. 7. The room is in all respects the same as that for the boys, which it adjoins.
47. Mostyn, Boys'	8 Mar.	70	31	22	1. Fair. 2. Fair. 3. Divided into four classes, with four monitors. 4. Fair. 5. Same as those used at Westminster. 6. Master rather deficient in precision; but, in other respects, well suited for his post. 7. The dormer windows in the roof of this school form excellent ventilators. Two rows of parallel desks extend across the room. The room is clean, light, and comfortable. An infant school would be of great value here.
" Girls'	"	81	34	14	1. Fair. 2. More maps and books of secular reading wanted. 3. Divided into four classes, with a monitor to each. 4. Fair. 5. Fair. 6. Fair in discipline and arrangements. The room is the same as that of the boys in every respect. An infant school greatly wanted, in order to keep away the younger children, who now only encumber the school.
48. Cilcain, Mixed	11 Mar.	44	5	27	1. Fair. 2. More maps are wanted, and some fresh reading-books. 3. Divided into four classes, with a monitor to each. A mistress teaches sewing to the girls in the evening. 4. Fair. 5. Fair. 6. The teacher discharges his duty satisfactorily. The room is clean, fairly warmed and ventilated. No out-buildings at present. Three rows of parallel desks, all along the room, and the children are all seated.
49. Pont Bleiddyn, Mixed	12 Mar.	41	.	.	1. Moderate. 2. Insufficient; no maps in the school. 3. Organized under a master, in five classes, without monitors. 4. The instruction is limited in extent; books of secular reading should be introduced; discipline moderate. 5. Imperfect. 6. The master has held the school here 11 years; he is parish clerk. Has not been trained. Salary 28/4, including the emoluments of the clerkship; no house. It is next to impossible to procure a good teacher for such a trifling remuneration. 7. Room low, badly ventilated, and not clean enough.

Tabulated Reports, in detail, on Schools inspected by Rev. H. I. Jones—continued.

NAME of School.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Examined at	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
55. Cernarvon Twthill (Ragged School) Mixed	1850. 22 Mar.	128			150	1. Good; the desks are arranged in squares. 2. Fair; sufficient. 3. Organized under a mistress, in eight classes, with a monitor to each. Boys are not retained in this school after ten years of age. 15 ladies inspect this school in rotation, and teach writing to the girls in the afternoon. 4. General character of instruction good, as far as it goes; but it is only intended to be of limited extent. Advanced children would go to the national model school in this town. 5. Good. 6. The mistress is an industrious good-tempered person, sufficiently qualified as a teacher of young children. Salary 15 <i>s.</i> , with a house and garden. 7. The room is new, and well built; its dimensions are 54 feet by 30 feet, and 15 feet to the wall plate. Together with the house, it cost 350 <i>l.</i> It is sufficiently ornamental in character. All the education here is entirely gratuitous. It was intended for a ragged school; but it soon filled, and left in the streets a class of children still more ragged; and hence it is now called the Twthill (Trot-hill) school, from the ancient look-out post on an eminence above it.
56. Rhuddlan, Boys'	26 Mar.	62				1. Moderate. 2. Fair; but books of secular reading wanted. 3. Divided into five classes; with one monitor to each from first class, relieved daily. Desks against walls; classes in squares. 4. Fair. The late master was not quite brisk enough in this respect. 5. Moderate. 6. The teacher just changed. 7. The room is large, well lighted, and cheerful; it requires a little repair, and the ventilation should be attended to. The secular instruction in this school ought to be carried up much higher.
" Girls'	"	48	15	15	60	1. No desks; one table; classes in parallel lines, on forms. 2. Maps fair; a few more cards and pictures of objects wanted for the junior classes. 3. Divided into four classes, with four monitors, two of them being constantly on duty, and relieved weekly. 4. Good. 5. Same as those adopted at Whitelands. 6. The new mistress of Rhuddlan school holds a certificate of merit. 7. The room is not an indifferent one. The instruction in this school should be carried up much higher; if pupil-teachers are apprenticed in it.
57. Melken, Boys'	26 Mar.	76	39	57	70	1. Good. 2. Good, and sufficient. 3. Divided into four classes, with monitors to each; desks against walls; classes in squares. Girls' school adjoins the boys'. Masters and monitors are particularly alert in performing their duties. 4. Excellent. 5. Good, and well carried into effect. 6. There is no doubt in my mind as to the teacher being altogether a proper person for the training and educating apprentices. 7. The room is very large, light, clean, and comfortable; flat ceiling, but well ventilated by means of the side windows. School much aided by the proprietors of the neighbouring mines.
" Girls'	"	57			32	1. Good. 2. Fair. 3. Organized under a mistress, in four classes, with a monitor to each, relieved daily. 4. Instruction too limited in extent, being confined in reading to the scriptures; but fair as far as it goes. Discipline, excellent. 5. Methods fair. 6. The mistress is the wife of the master; a good-tempered and respectable person; has got her pupils in very fair order. 7. Room adjoining the boys' school; light, clean, and well ventilated.

58. Holywell, Boys' . . .	27 Mar.	70	63	100	Moderate. 2. Books of secular reading wanted. Maps good. Cards and pictures for junior classes deficient. 3. Divided into four classes, with a monitor to each from the first class. The desks are against the walls, and the classes in squares. 4. Good. 5. Fair. 6. The teacher is active and intelligent, and has his school in fair order. 7. The school-room requires whitewashing, and a few repairs. It is situated at some distance from the town, and I should strongly recommend the promoters of it to get it removed to a more convenient and central locality.
„ „ Girls' . . .	27 Mar.	56	52	80	Moderate. 2. Fair. 3. Divided into four classes, with two monitors to each from the first class. 4. Good. 5. Moderate. 6. The mistress maintains good order and discipline in the school. 7. The school-room is rather damp, and requires repair; it adjoins the infant school and boys' school. The whole establishment should be removed to a better situation. The education in the girls' school should be carried up higher than it now is.
„ „ Infants' . . .	„	40	•	100	Moderate. 2. Moderate. More cards and pictures wanted. 3. Organized under a mistress, teaching one mixed class. More classes could hardly be accommodated without larger premises. 4. Instruction and discipline fair. 5. Fair. 6. The mistress is an old pupil of the girls' school; her salary is only 12l., without a residence, and can hardly be deemed sufficient. She has been here several years. 7. The room is only 20 feet by 10 feet, and is far too small. I cannot conceive how so many children as 100 (the number sometimes present in summer) can be safely placed in it. The ventilation is imperfect, and the room dirty.
59. Flint, Boys' . . .	27 Mar.	109	46	62	Moderate. 2. Fair. 3. Divided into six classes, with six monitors, relieved weekly. Classes in squares. 4. Good. 5. Fair. 6. The master appears intelligent, active, and well acquainted with the details of school management. 7. The school-room is sufficiently large, but the approaches to it are not very good; and it requires white-washing. Ventilation moderate. Parallel desks should be introduced.
„ „ Girls' . . .	„	65	30	40	Moderate. 2. Fair. 3. Divided into five classes, with five monitors, relieved weekly. Classes in squares. 4. Good. 5. Fair, but would improve if the amount of instruction was so far extended as to allow of methods being more fully developed. 6. The mistress conducts her school well. She is wife of the master. 7. The room requires some repairs, and making more cheerful. The approaches are confined; ventilation might be improved.
60. Carmarthen (Model). . .	8 Apr.	111	5	136	New and good. 2. Books good; apparatus fair, but not sufficient for a model school. 3. One master; six classes arranged at three sets of parallel desks of three rows each. 4. Fair in the school, but lax out of school; boys allowed to play rudely in the precincts of the school. 5. Good for secular learning. The teacher states that the Catechism is not fully taught in this school, certain questions being omitted. 6. The teacher holds a certificate of merit, but is going to leave. 7. I am surprised at not finding at least one assistant-master in a school calling itself a model school. Why should this school be called "a model school?" The Girls' School is not yet opened, and the master lives in the training college. Half the building is unoccupied.
61. Abergwili, Mixed . . .	9 Apr.	104	•	•	1. Fair. 2. Fair. 3. Registration defective. Divided into six classes, the two lower ones being partially taught by the mistress. 4. Moderate. 5. Methods fair, but the master requires further experience to make them fully effective. 6. The teacher is a person quite competent to instruct his scholars. His defect is in the discipline and organization of his school. 7. Mistress unfit in point of knowledge, though kind and good in moral conduct. 7. The instruction of the lower classes is rather defective, because the mistress is unable to teach the young children sufficiently well. Outaneous diseases of the head exist in this school. The room is too low, and apt to become very warm, though the ventilation may be effected tolerably well by means of the windows. An improvement in point of cleanliness is desirable.
62. Llandanwg-uwch-Gwili, Mixed. . .	10 Apr.	24	•	30	1. Good. 2. Maps, pictures, and cards for the younger children much wanted. 3. Organized under a master, in four classes, with some infants not classed. Monitors used occasionally. 4. A young woman to teach the infants and sewing to the girls would do the school much good. 5. Moderate. 6. The instruction improved since last year, but the lower classes are too backward still. Discipline good. 7. The master has been appointed since last year, at the death of the former teacher. 7. If the funds of the school could be increased, the aid of a young woman, alluded to above, might be obtained.

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—continued.

Name of Schol.	Date of Inspection.	No. of Children.			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	
Myddim	1850. 11 Apr.	46	.	65	1. Moderate. 2. Moderate. Maps wanted, and books of secular reading. 3. Organized under a master, in five classes, viz., four of boys and one of girls; the latter are taught separately from the boys, and sit on the opposite side of the room. The services of a young woman, to relieve the master of the younger children, and to teach sewing, would be most valuable here. 4. The instruction much the same as last year, but better books should be introduced. 5. Old-fashioned, but employed with great judgment and kindness, and producing a good result. 6. My opinion of the master's merits formed last year has been fully confirmed this. He is one of the old school, but a worthy man, and producing a most happy effect upon the children's minds. 7. A new school-room is greatly needed here, and the efforts of the parishioners should be turned in that direction. 8. I have no doubt that the moral character of the children is greatly improved and strengthened by what they see, hear, and do in this school. Some of the children examined last year I found improved this; now, as then, the infants, on leaving school, climbed the old master's knees, and kissed him. This year, some of them extended the same affectionate compliment to the Inspector.
Wansea, Girls'	22 Apr.	76	75	156	1. Excellent. 2. Good. Maps excellent. 3. Divided into five classes, with a monitor, or else a pupil-teacher to each. 4. Fair. 5. Cheltenham. Good, except in one or two trifling particulars. 6. Fair, in general acquirements, and good in maintaining the general work of the institution. 7. The school is in good average condition, but from a few slight changes of teachers, has not advanced so much as I should have otherwise expected. The present master is the third I have found in it since February, 1845. The instruction of the pupils might be carried up further than it is. 8. Good. 1. Excellent. 2. Excellent. 3. A master and mistress, and two pupil-teachers, divided the duty between them. 4. Good, and maintained with kindness. 5. The usual ones are fairly carried out here. 6. The master is an intelligent man. 7. The general condition of the school is satisfactory, and the children seem to be on a level with those in other ordinary infant schools. 8. Excellent. 2. Excellent. 3. Divided into nine classes, with a monitor to each, or else one of the pupil-teachers. There ought to be a second master employed in the lower school, as well as in the upper. 4. Good. 5. Westminster. Good, and well carried out. 6. I have no hesitation in pronouncing the master to be admirably qualified for the educating and instructing of pupil-teachers and apprentices in his own knowledge and personal character are just what they should be. 7. The school is engaged in teaching the upper school exclusively. 8. The general condition of this school is highly satisfactory. The school and the Committee of Managers take an active interest in it; and as funds are raised without much difficulty, sufficient for all purposes, the whole institution prospers. The outbuildings are not on a scale corresponding to the school-rooms, and might with advantage be enlarged.
" Infan	"	148			
" Boys	23 Apr.	269	240		1. Moderate. 2. Moderate. Maps wanted; books of secular reading wanted. 3. The first four classes are of boys, the three last of girls. Monitors not regularly appointed. 4. Fair. 5. Moderate in their own nature, but well applied, and working fairly. 6. The master is a most worthy and respectable man, doing his duty to the best of his abilities, and exercising a decidedly good moral influence upon his scholars. The master's wife teaches sewing to the girls. 7. The room requires repair, and is by no means so clean as it ought to be. 8. All these defects, as well as those of ventilation, will be attended to by the new incumbent of the parish. Instruction not far advanced enough; moderate in character throughout.
Longhor, Misc		60			

66. Llandello Taly Bont, Boys' . . .	25 Apr.	49	49	1. Fair. 2. Maps and books of secular reading wanted. 3. Organized under one master in one upper class of farmers' children, and three lower classes for labourers' children. I consider this arrangement peculiarly bad and impolitic. 4. Moderate. 5. Moderate. 6. The teacher is active, but requires training; salary 25 <i>l.</i> , with a residence and garden. 7. The building is in good condition; some outbuildings are now constructing.
67. Bishopston and Penard, Boys' . . .	6 May	49	40	1. Fair. 2. Books and maps wanted. 3. Organized up one upper class for farmers' children, and three lower classes for labourers' children; this I conceive to be bad. 4. Moderate; the instruction might be carried much higher, and secular books introduced. 5. Moderate. 6. The mistress is the master's wife; requires the advantages obtained at training schools. Salary 15 <i>l.</i> 7. Room in good condition.
68. Llanyfyllach . . .	7 May	40	54	1. Good. 2. Fair; maps good. 3. Organized under one master in three classes, with the master's son as a temporary assistant. 4. General character of instruction fair; discipline good. 5. Good. 6. The master has lately come hither from St. Nicholas; he is fairly informed, and active in the discharge of his duties. Salary 30 <i>l.</i> and house; assistant's salary 20 <i>l.</i> 7. The room is new and good; fairly ventilated, but everything, especially about the master's own house, should be kept cleaner.
69. Penllergare, Girls' . . .	"	30	34	1. Good and new. 2. Fair. 3. Divided into three classes; working every afternoon. 4. Good. 5. Good. 6. I entertain a good opinion of the mistress, who is the wife of the master of the boys' school. Salary 15 <i>l.</i> 7. The school-room is new, forming part of the same building with that for the boys; a wooden partition divides them. Out-pennings fair, but require some improvement.
70. Penclawdd . . .	8 May	64	120	1. Moderate. 2. Imperfect; no maps, no black-board, no picture cards used here. 3. Organized under a master in four classes; imperfect. 4. Instruction fair in some subjects, but might be carried out further if the master were regularly trained; discipline fair. 5. Moderate. 6. The master does his utmost to the best of his ability; he might be much aided by a young woman to teach the younger children, and sewing to the girls. Salary 34 <i>l.</i> , with a residence. 7. The room should be kept much cleaner, and its ventilation should be attended to.
71. Cardiff; St. Mary's, Boys' . . .	25 May	127	130	This is a private school, kept up by the liberality of Mrs. Dillwyn Llewelyn; everything is well conducted within it, but the school itself does not come under my inspection.
" " Girls' . . .	"	121	132	1. Furniture much improved since last year. 2. Fair. 3. Organized under a master, in seven classes, upon the British and Foreign system. 4. Instruction fair in the upper classes, moderate in the lower; conducted on the British and Foreign system. Much improved since last year. 5. Good, but too much time lost in the manual drill. 6. The master seems an intelligent, active person, and understands his business fairly. He is a Dissenting Minister. Salary 60 <i>l.</i> 7. The room is in better condition than it was last year. A house for the teacher ought to be joined to this school, and the ground intended for 5 garden brought into cultivation. Last year this school was of the Church of England School, under the control of the parochial clergy; but this year I find it a Dissenting School, still under the nominal control of the parochial clergy, a state of things rather anomalous.
" " Boys' . . .	"	121	132	1. Good. 2. Good. 3. One master, three pupil-teachers, end of first and second years. Five classes. An object-lesson in gallery is given every Friday afternoon by the pupil-teachers alternately. 4. Good. 5. Good. 6. Holds certificate of merit, 1848. 7. This school is in good working condition, but an infant school, to take off the younger children, ought to be established. At present the master and the other children in the school also suffer by the interruption of the little ones, and the education of the latter is rather neglected.
" " Girls' . . .	"	121	132	1. Good. 2. Good. 3. One mistress, two pupil-teachers at the end of first year. Six classes, all with monitors. An object-lesson in gallery given every Thursday by the pupil-teachers alternately. The children supply themselves with copy-books, pens, and pencils—undoubtedly a bad system. 4. Good. 5. Good. 6. The mistress seems to understand the discipline of a school thoroughly well, and has her children in excellent order. Her mode of teaching is good. 7. This school is in good order, the buildings are well kept, and are clean, as well as fairly ventilated. An infant school is greatly wanted here, for the lowest class in the school seems only to take off the teacher's attention, without deriving any adequate benefit.

Tabulated Reports, in detail, on Schools Inspected by Rev. H. L. Jones—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.	
72. Lampeter-Felfry . . .	1850. 15 July	47	13	27	50	1. Fair. 2. Books of all kinds greatly deficient. Only one map in the school; no reading-cards. 3. School divided nominally into two boys' and girls', but practically it forms but one. 4. Fair. 5. Moderate. 7. Rooms large, but damp; greatly complained of for this. Plaster floor. The house stands in a very bleak and exposed situation. A garden of about one rood allowed for the master. 1. Very humble. 2. Books good; apparatus fair. 3. One master, three pupil-teachers. Four classes, all seated at parallel desks, except the junior or infant class. 4. Excellent. 5. Excellent. 6. An excellent commander of knowledge, and a good disciplinarian. 7. The room in which this school is held is very low, old, and badly fitted for the purpose, having been an old porthouse; nevertheless, by the energy and perseverance of the master and the managers, it is in good order, works well, and produces notable results. It proves how much may be done with slender means, when the tact and inclination shown are of a good order.
73. Narberth, Boys' . . .	16 July	94	25	44	116	1. Good; the forms are fixed, in squares, by screws, to the flooring. 2. Fair, except for maps, &c., in the passages. 3. One master. Six classes, under monitors from first class. Three sets of parallel desks. 4. Good. 5. Fair. Work carried on quietly. 6. The master is an intelligent, active man, and has brought the school into fair order. He does not inhabit his official residence. 7. The buildings are new and handsome, but the ventilation is very imperfect; the windows all along the side of the room are not made to open. The middle part of the building, including rooms for pupil-teachers, is not used. Why is this called a model school?
74. Haverfordwest, Boys' . . .	17 July	122				1. Good. 2. Fair. 3. One mistress, five classes, two pupil-teacher candidates; a monitor to each class selected from the first class in rotation. 4. Fair; school new; some of the children rather rough in behaviour, monitors new at their work. 5. Fair. 6. Intelligent, but must now learn how to control a school. 7. The school-room is the same in all points as that for the boys; it requires more means of ventilation.
" Girls' . . .	"	82				
75. Radbaxton	18 July	46	65	54	49	1. Fair. 2. Books deficient, more books of secular reading wanted; one map of the world and one of England, no other. 3. One master, one candidate pupil-teacher, four classes each under a monitor from first class, classes seated on forms, three rows of parallel desks. 4. Fair. 5. Moderate, no working taught the girls, a great defect. 7. Rooms require better ventilation, well lighted, school stated to be supported with difficulty, only 14 is subscribed from an estate of 900 acres in this parish, and 14 from an estate of 1000 acres.
76. Urmaston - cum - Boullston, Mixed . . .	19 July	100	37	29	90	1. Good. 2. Good. 3. One master, three pupil-teachers; good. 4. Good. 5. Judicious. 6. I retain the same opinion as last year, that the master is worthy of the pupil-teachers apprenticed under their Lordships' minutes; the master seems to have done his duty faithfully, and the character of the lads bears testimony to his exertions; a mistress is wanted here to teach sewing, &c., to the girls. 7. The school is kept in cleanly condition and the general arrangements within are judicious; the outbuildings, gardens, and master's house may be taken as examples of cleanliness and neatness, as well as of good arrangement, by other schools.

77. Solva, Mixed	22 July	55	31	34	54	<p>1. Fair. 2. Moderate. 3. One master, four mixed classes, monitors not employed regularly. 4. Good. 5. Fair. 6. The master requires more experience as an organizer, his classes are not well divided; he lives in such a remote district that he has no opportunities whatever of improving himself, and is himself a light to the schoolmasters of the locality. 7. The schoolroom, which is also used as a place of worship in aid of the parish church on Sundays, has a plaster floor, is well lighted, clean, and tolerably ventilated when the windows are kept open; it is capable of being divided into two schools, for boys and girls, but only one end of it is now used; outbuildings too small; diseases of the head were observed among the children present. The Bible is not read daily, and the introductory portions of the Catechism are omitted.</p>
78. Burton	24 July	97	.	.	107	<p>1. Very fair. 2. Good. 3. Organized under a master in four classes with a pupil-teacher and monitors, the girls sit separate from the boys; it would be much to the advantage of this school if a young woman could be employed to teach the junior classes, and sewing in the afternoons to the girls. 4. The character of the instruction is good, some of the children I find much improved since last year; discipline good. 5. Good. 6. The master performs his duties with assiduity and intelligence. 7. The building is in good condition, and very neatly kept; this school is supported almost entirely by the munificence of Mr. Phillips of Williamston.</p>
79. Warren (Agricultural)	25 July	45	.	.	50	<p>1. Fair. 2. Fair. 3. One master, one pupil-teacher, five mixed classes. The boys work in the farm, and the girls sew meantime, the work being supplied to them by Lady Cawdor, for the use of Stackpole House. 4. Fair. 5. The method of teaching Scripture here is bad; the children read it very little, and receive verbal discourses, instead of this, from the master; they are very badly informed in it generally. 6. The explanations given by the master of several subjects were too hard, and not suited to the capacities of the children. 7. The condition of the building remains nearly the same as last year; everything is clean and comfortable. It will be observed that this school is maintained almost entirely by the Earl of Cawdor. There were two boys present with diseased heads.</p>
80. Stackpole, Boys	26 July	80	29	28	90	<p>1. Fair; three rows of parallel desks; an end gallery. 2. Good. 3. One master, one mistress. Master's wife teaches sewing, &c., every afternoon. One pupil-teacher, three candidates, five classes. 4. Good. 5. Fair in most subjects; the writing is peculiarly bold and good. 6. The master is doing his best with regard to the school, and has got it in fair order. 7. The room is too small for the number of scholars; it is, however, fairly ventilated, and is kept very clean. The school is entirely sustained by the Earl and Countess of Cawdor.</p>
81. Creswelly	"	63	.	.	70	<p>1. Moderate. 2. Moderate. 3. Organized under one master, in four classes, with a monitor to each, and a mistress to teach sewing. 4. Moderate. 5. Fair. 6. The master appears to take great pains, but complains of irregularity of attendance. Salary, £64, with residence. 7. The building is but moderate in its general condition. Both the children and the school might be kept cleaner. The surrounding district is one in which wages are very low.</p>
82. Pembroke (Dock), Boys	29 July	201	67	48	200	<p>1. Fair. 2. Good. 3. One master, eight pupil-teachers. There ought to be a good master in such an important school. 4. Good. 5. Good. 6. The master discharges his duties in a conscientious and efficient manner. 7. The buildings are the same as last year. Much more roomy outbuildings, with modern improvements, are required, and will be built when the Committee obtain funds. Diseases of the head which exist in this school; the master does not suspect them contagious. I think that a medical regulation, by public authority, should be enforced in all schools upon this point. 1. Fair; sufficient probably. 2. Books got; appropriate. 3. One mistress, four pupil-teachers, two general candidates. 4. Excellent. 5. Good. 6. The scriptural knowledge of the children in the girls' school, as well as their general knowledge, is not so far advanced as I could have wished; it is fully equal to the average of good schools; but I expect more than this. There is a considerable amount of talent and energy brought to bear in this school, and therefore great results ought to ensue. 7. This school commends, on the whole, in much the same condition as last year. A class-room would be a desirable addition to it, and it should be furnished with gloves and models for drawing.</p>
83. Milford (Endowed)	1 Aug.	110	29	164	135	<p>1. Moderate. 2. Moderate. 3. One master, six classes, two pupil-teacher candidates. 4. Fair. 5. Fair. 6. The master requires more tact and experience; notwithstanding, he is a worthy man and a good teacher. 7. The school-room is one of the old dock-yard store-rooms, and though rough, its appearance and fittings, has the advantage of being ventilated, without the possibility of the teachers preventing it, by means of the open flooring of the room above, and of other apertures. It is cheerfully situated, and looks over the Haven.</p>

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
84. Johnston (Parochial)	1850.	70	28	45	92	1. Very moderate. 2. Very moderate. 3. Organized under a master in seven classes, no monitors. 4. The instruction fair, on the whole; the children intelligent, evidently understanding what they study, and answering with great readiness and intelligence. Discipline moderate, rather too lax. 5. Methods old-fashioned, but producing a satisfactory result; the whole character of the instruction should, however, be raised, and better books of secular reading than Vyse's Spelling Book should be introduced. 6. The master labours under the disadvantage of not having been trained; he is an active, intelligent man, zealous in the discharge of his duties. 7. The room is far too small for the number of children; ventilation is unthought of here. The room is only 26 ft. by 14 feet, and 8 feet high; it is in dirty condition, and the children are poorly clad; nevertheless, though of such a humble character, I have no doubt of this school doing much good in the parish.
85. Rhydyberth (Parochial), Boys' . . .	2 Aug.	31	28	45	53	1. Moderate. 2. Good. 3. One master, one pupil-teacher, seven classes. 4. Good. 5. Judiciously applied, though not always in a uniform manner. 6. An intelligent man, fairly informed, doing his duty firmly, yet kindly. Subject to bad health. 7. The school seems just as effective as it was last year. A larger room is much wanted. Children resort to this school from other parishes in great numbers.
" " Girls' . . .	2 Aug.	51	•	•	64	1. The same as the boys' school. 2. Ditto. 3. One mistress, two pupil-teachers. 4. Good. 5. Good. 6. The mistress is Miss Thomas, the foundress of the school. 7. Same as the boys' school. A handsome pair of gloves has been lately presented to Miss Thomas, and placed in the school, as a testimonial of esteem from various promoters of education in Pembroke-shire.
86. Tenby, Boys' . . .	5 Aug.	86	23	52	75	1. Moderate; desks against the wall, forms, &c., very old. 2. Fair for books, apparatus moderate. 3. One master, one pupil-teacher, four classes, one candidate. 4. Good. 5. Good. 6. The buildings are in fair repair, and tolerably clean, but the out-premises require enlarging and cleaning. An infant school greatly wanted. Young children are sent here who ought to be sent to "The Infant School" of Tenby, so called.
" " Girls' . . .	"	67	25	44	70	1. Very moderate; warmed by a stove. 2. Books few, and in bad repair; apparatus very imperfect. 3. One mistress, four classes, with one monitor for each, selected from first class. 4. Fair. 5. Moderate. 6. The children do not learn singing at all, neither by ear nor by note. 7. Room badly ventilated; openings in the roof much wanted. Very young children, infants, are admitted into this school, to its detriment; they ought to be sent to the "Infant School," and the elder pupils there transferred hither. A Ladies' (Lodging Club is connected with this school.
" " Infants' . . .	"	87	93	63	100	1. Good. 2. Good. 3. One mistress, one assistant-mistress, one pupil-teacher; monitors to each class. 4. Excellent. 5. Fair. 6. The mistress takes great pains with this school, is quiet and good-tempered. She teaches with tact, and seems to be discharging her duties satisfactorily. 7. Ventilation very good, room clean, children fairly clad, and healthy. All the playground arrangements good. It seems a curious circumstance that children turned eight years of age should be admitted into an "Infant" school. I think that the title of the school should be changed.
87. Caderton-juxta-Neath, Boys'	9 Aug.	72	44	131	•	1. Good. 2. Good. 3. One master, three classes; the two lower classes are too large, and require subdividing, but the room is too small to admit of this being effected. 4. Good; maintained cheerfully. 5. Fair, and in some subjects

7. The school has become too small for the number of scholars. Several children come to this school from the neighbouring town of Neath. The ventilation of the room will require attending to.

1. Fair. 2. Fair. 3. One master, six classes, two pupil-teachers end of first year. Three rows of parallel desks; classes in squares. 4. Good. 5. Fair. 6. The master takes pains, is a good musician, and seems to like his profession. 7. The school-room is in good condition, on the whole; its length makes it rather inconvenient for the master. An infant school would take off the junior classes, and would improve the general tone of the school.

1. Fair; long desk, extending all the length of the room, against the wall; parallel desks, with backs to the seats, wanted. 2. Fair. 3. One mistress, one pupil-teacher end of first year, six classes. 4. Good. 5. Good. 6. The teacher appears to me a competent person to undertake the training of pupil-teachers; she is active, graphic in her mode of teaching, strong in her Scripture knowledge, of good manners, and keeps good order in the school. 7. Room clean, and in good condition. An infant school much wanted, to take off the junior classes, or, at least, to prepare them for this school.

1. This school is now in process of rebuilding. A mistress has been engaged instead of a master. The elder children will come into Bridgend, and the younger remain at Coychurch.

1. The school has been re-opened only a short time, and is not considered by the managers as being in good working order.

1. This school has been only recently re-opened, and is yet in almost an embryo state. There is a salary of 30*l.* raised for the mistress; the subscriptions amount to 25*l.*

1. Moderate. 2. Fair. 3. One master, one pupil-teacher, four classes. 4. Good. 5. Good. 7. The room is too small for the number of scholars, and too low in the ceiling; out-premises deficient.

1. Moderate. 2. Fair. 3. One mistress, one pupil-teacher, end of first year; four classes, the lowest being an infant class. 4. Good. 5. Fair. 7. The religious knowledge of the children in the school appears to me moderate.

1. Fair. 2. Fair. 3. One master, one pupil-teacher, three classes. 4. Fair. 5. Fair, but too many reading books are used in the first class, it would be better to concentrate the attention of the pupils on one or two books for the time being. 7. The school is clean and in a cheerful, fairly-ventilated room; at the time of my inspection the children had all been dispersed for the holidays, and only a few children could be collected.

1. Good. 2. Fair. 3. One mistress, one pupil-teacher, three classes. 4. Fair. 5. Fair, except that the Bible is not used sufficiently as a matter of history and of religious instruction. 7. The school-room is clean and fairly ventilated; it is a pity that, instead of the girls' school being made distinct from the boys, the two were not placed under the master, and the mistress employed to teach sewing, and to instruct the infants; very few children were present at my inspection on account of the holidays.

1. Fair. 2. Fair. 3. Arranged in six classes under a mistress; some of the children are much too old and should be drafted into the upper schools. 4. General character of instruction fair; discipline good. 5. The usual ones good. 6. The mistress an intelligent young person, but shortly about to leave; salary 30*l.*, no residence. 7. The room is only a provisional one, forming part of an inn; a regular infant school-room should by all means be erected in Merthyr.

1. Good. 2. Fair. 3. Mistress, seven classes, either two pupil-teachers or a second mistress wanted in such a school. 4. Fair, but children come to school very irregularly. 5. Fair. 6. The actual mistress is a proper person for training and instructing apprentices. 7. Room fair for cleanliness, and the children tolerably well clad.

1. Good. 2. Sufficient. 3. Moderate, the master has not got the monitorial system well at work, and does not employ the lower classes sufficiently; there are seven classes. 4. Fair for the upper classes, lower classes rather backward; discipline moderate; the population are very rough in their habits. 5. Moderate. 6. The master seems anxious to do his duty, and holds a certificate of merit; he seems deficient, however, in the art of keeping a large school all in simultaneous work. 7. Room fairly ventilated and moderately clean; I observed some children with diseased heads in school, and the master had no rule about excluding such cases.

88. Bridgend, Boys	12 Aug.	74	28	36	74
" Girls	"	64	64	48	70
89. Coychurch	23 Aug.	.	.	.	30
90. Betws	14 Aug.	.	.	.	35
91. Wick	15 Aug.	.	.	.	16
92. St. Bride's Major, Boys	19 Aug.	31	18	14	31
" Girls	"	35	17	10	37
93. Newton Nottage, Boys	20 Aug.	21	36	29	40
" Girls	"	17	35	24	40
94. Merthyr, Infants	27 Aug.	70	.	.	95
95. Merthyr; St. David's, Girls	27 Aug.	123	113	213	150
" Boys	"	126	.	.	160

Tabulated Reports, in detail, on Schools inspected by Rev. H. L. Jones—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children.				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
96. Merthyr; George Town, Boys' . . .	1850. 28 Aug.	108	185	159	135	1. Moderate. 2. Fair in condition, but new ones are wanted. 3. One master, six monitors, of whom three are paid, always on duty, a monitor to each class; these monitors are taught out of school-hours. 4. Fair. 5. Fair. 6. The master is doing his best with this school, and I anticipate good effects from his labours. 7. The room is rude and dark, but notwithstanding is well kept; the children are all of parents engaged in the iron-works, and other manual occupations; they are black in appearance, but nevertheless their behaviour is very fair, all things considered. 8. Fair. 9. Very fair, but books of secular knowledge are wanting. 3. Organized under a mistress in six classes; an assistant mistress would be desirable here to take the more active duties of the school off the hands of the old mistress. 4. General character of instruction good, though limited in extent; more secular knowledge required; discipline good. 5. Fair. 6. The mistress discharges her duties with great assiduity; if she could be made matron-superintendent of the school with a young and trained assistant under her, it would be better. 7. Room clean, used as a chapel on Sunday.
97. Aberdare; Town, Boys' . . .	30 Aug.	103				1. New, fair. 2. Moderate. 3. One master, five classes, a monitor to each class selected from the first class, not relieved, but receiving their instruction by themselves, out of the regular school hours. 4. Fair. 5. Fair. 6. The master appears to be a steady man, and considering the circumstance of the school being just moved into a new room, has got the children in as fair a condition as can be well expected. 7. When I visited the school, the boys and girls were occupying the girls' room.
98. Brecon; Pendre, Boys' . . .	" 17 Sept.	78			90	1. Fair, new. 3. No registers were kept at the time of my visit. 7. Room new, with a gallery at one end.
99. Brecon; St. Mary's, Girls' . . .	17 Sept.	101			70	1. Fair. 2. Fair, but some more large maps wanted; pictures, diagrams, &c., also required. 3. Organized under a master in six classes with three monitors, candidates for pupil-teachers. 4. General tone and extent of instruction good. 5. Methods good, and employed with intelligence. 6. The master is a good teacher, very active and persevering; studying the character of his pupils, and of much kindness of disposition; salary 50 <i>l.</i> 7. The room is the old girls' room, and serves very fairly for the boys; a classroom and master's residence with new outbuildings should now be constructed, and there are fair means for doing so.
99. Brecon; St. Mary's, Girls' . . .	17 Sept.	101			134	1. New and good. 2. Good. 3. Organized under a mistress and two pupil-teachers, and in eight classes, each with a monitor. 4. General character of instruction very fair, it will advance as the school becomes more solidly established; discipline excellent. 5. Good. 6. The mistress is an industrious, painstaking person, fairly informed and improving herself by study, her manner is kind and encouraging to the children; she keeps excellent behaviour up among all the pupils, several ladies assist her in this; salary 39 <i>l.</i> 4 <i>s.</i> 10 <i>d.</i> , she ought to have a house found her free of expense. 7. This is a new school and seems well adapted for the purpose; a teacher's residence should certainly have been added to it; the playground and outbuildings are good.
" Infants' . . .	18 Sept.	120			112	1. Good. 2. Good. 3. Organized under a mistress, a pupil-teacher, and two paid monitors in four classes; a better arrangement. 4. Fair. 5. Fair. 6. The mistress is good. 7. Methods good.

trained at Westminster, and is well acquainted with the routine of her duties; she keeps everything very clean, quiet, and orderly; the children appear much attached to her; salary 44l. 10s., assistant monitor's salary 16l. 12s. 7. The room is under the girls' school, new, and in good condition.

1. Fair. 2. Very few books, apparatus totally wanting. 3. Organized under a master in several classes; this school is held during one half of the year at Merthyr Cynog, during the other half at Capel Uchaf, a hamlet of this parish three miles off; the organization is defective and irregularly kept up. 4. Moderate for instruction, discipline fair. 5. Moderate. 6. The master is an intelligent man, but he has never been trained, he is a cripple, seems to be of a cheerful and kind disposition, and is said to be well thought of in the country; salary 25s., no house. 7. This school is held in the parish church at Merthyr, and the chapel of the hamlet at Capel Uchaf; so many wealthy persons hold land in this parish that it is astonishing so little support should be given to the school.

1. This school is at present c

1. Very moderate. 2. Very moderate for apparatus, books fair in condition and quantity. 3. Organized under a master in four classes. 4. Moderate. 5. Fair. 6. The master has been trained at Westminster, he seems in bad health, and is disconcerted at the low condition of the school; salary 40l., without any residence. 7. Very moderate; it is rather surprising that the inhabitants of Cowbridge do not come forward more liberally, and not only erect but maintain a National school on a scale suited to the wants of the town; the present school seems to be conducted in a manner not calculated to effect the results required.

1. Fair. 2. Fair, but some more books and maps are required, the children as well as the master are quite worthy of them; the parochial clergyman has hitherto found these things at his own expense. 3. Organized by the master in five classes; the aid of a young woman to teach reading to the little children and sewing to the girls, is much wanted here. 4. Instruction very fair, though limited in extent, it might well be carried on further; Voss's Singing-book should be replaced by some better book; discipline good. 5. Fair. 6. The master deserves credit for the orderly manner in which he conducts the school; though never trained, he seems to understand teaching after his own method; salary 26l. 13s. 6d., with house and garden. 7. This school is well kept, everything neat and clean; probably exercising a good moral influence on the surrounding district.

1. Very fair. 2. Moderate, maps and books of secular reading wanted greatly. 3. Organized under a master in six classes with monitors changed daily; the parents here are little advanced in their ideas of education as to objects to their children being employed as monitors. 4. Very backward. 5. Moderate. 6. The master is a young man, and seems intelligent and fairly informed; salary 50s. 7. The school-room is used as a chapel in aid of the parochial church; seeing the amount raised for the remuneration of the master, and knowing the great wealth of the district, I should have expected to find a far more efficient school in this place.

1. Good. 2. Fair. 3. Organized under a master aided by his wife, in four classes, with monitors. 4. Fair in point of instruction; discipline good. 5. Fair. 6. The master has been trained at Leeds, he is an active man, and seems well suited for his office. 7. The room is new, and has been erected at the expense of Mr. Pryce of Dyffryn, a most liberal promoter of education; the teacher of the parish is constant in attending and teaching at the school; the school-room will soon prove, I hope, too small for the wants of the district.

1. Fair. 2. Fair. 3. Organized under a master (and mistress to teach the sewing), in three classes, with monitors. 4. Instruction fair; discipline good. 5. Fair. 6. The master is an active man of good temper and steady deportment; he takes much pains with the children, and has the school in very fair order. 7. The room is an old one, but clean and in fair condition; ventilation tolerably good.

1. Moderate. 2. Moderate. 3. Organized under a mistress in four classes. 4. Moderate in point of instruction, no books of secular reading used in the school. 5. Moderate. 6. The mistress is a painstaking woman, moderately well informed; salary only 21l., with house and garden. 7. The room is small but fairly ventilated, it requires cleaning; this school is supported with difficulty, and seems in anything but a flourishing condition.

100. Merthyr; Cynog.
(Parochial) . . .

20 Sept.

8

101. Pentyrch . . .

17 Oct.

21

102. Cowbridge . . .

18 Oct.

27

103. Ruddy . . .

23 Oct.

33

104. Nantgarw . . .

29 Oct.

46

105. St. Nicholas . . .

30 Oct.

26

106. Penarth . . .

31 Oct.

30

107. Cadoston - juxta -
Berry and Merthyr
dovan . . .

1 Nov.

*General Report, for the Year 1850, by Her Majesty's Inspector of Schools, JOSEPH FLETCHER, Esq., on British and Wesleyan, and other Denominational Schools.**

1 January 1851.

MY LORDS,

IN the following table I have entered a summary of the occupation of my time during the last 13 months, from the close of November 1849 (to which my last Report was brought) to the present date.

TABLE showing the occupation of time for 13 months, or 57 weeks, or 342 days, exclusive of Sundays, from the week ended 24th November, 1849, exclusive, to the week ended 28th December, 1850, inclusive.

OCCUPATIONS.	Miles Travelled.	Days.
Inspection of schools, generally with examination of pupil-teachers; frequently also to report on the claims by certificate to augmentation of the teachers' salaries; with travelling to the schools.		213
Diary reports, special reports on cases referred, correspondence, interviews with promoters of schools, notices of inspection, collective and special examinations of pupil-teachers, correspondence, &c., occupying, with travelling, about a day in each week, usually Saturday.	8,409	57
Total inspection		270
Examinations of teachers at the Borough Road and at Bristol, at Easter and Midsummer respectively, and of youths for Queen's scholarships at the former place at Christmas last		15
Preparing and reviewing papers of examination		19
Total examinations		34
Writing part of a former and of the present General Report		20
Conference of inspectors,		3
Off public duty		12
Public holidays—Good Friday, and twice Christmas-day		3
Total miscellaneous		38
Total of 13 months		342

The great reduction in the amount of time demanded for teachers' examinations left nearly as much to be devoted to the local labours of inspection in the last 13 months as in the pre-

Examinations for Teachers' Certificate and Queen's Scholarshi

* Being those in which the authorized version of the Scriptures is daily used, whether without catechisms, on the principles of the British and Foreign School Society, or with them, on the principles of the several Protestant denominations which admit to their schools children exempted, on the requisition of their parents, from learning such catechisms.

ceding 18 last reported to your Lordships. To my former observations on these examinations I can only add an expression of satisfaction at the prospect of the field over which they have extended being narrowed. At the examination for Queen's scholarships, held at the Borough-road Training School on the 17th of December and following days, only five candidates presented themselves, being youths admitted to apprenticeship at ages somewhat advanced, and promoted to stages of their apprenticeship beyond the term which they had actually served. They could not be regarded, therefore, as a complete example of the results of your Lordships' system of apprenticeship; and yet their papers were, as a whole, very creditable to their teachers, of whose personal influence, when compared with each other, they bore singularly marked traces; a new and powerful evidence to caution, in regard to the character of the guardianship under which these young people are placed, and the guarantees which it is important to have in the personal character and in the local superintendence of the educators of the people generally. Three out of the five obtained their scholarships with great credit.

Schools inspected, &c.

In the course of the 270 days above mentioned, by travelling 8,409 miles, I was enabled to inspect at 161 different places (of which 108 were visited for British, and 53 for Wesleyan Institutions) 252 different schools, containing 29,228 children, and 505 pupil-teachers; being, on an average, 31 miles of travelling, and the examination of nearly 1 school, 2 pupil-teachers, and 110 children per day. It should be observed that the new institutions which have come, in the course of the past year, within the operation of your Lordships' Minutes of 1816, do not form establishments of quite such individual magnitude as most of those which first accepted their provisions. I have also reported on 30 cases of augmentation to the teachers' salaries under certificate. After deducting the duplicate visits to some schools, and adding the children and pupil-teachers in three, which I have not been able to visit within the past year (though yet omitting eight which have applied but have not been actually visited), I find the actual progress in the adoption of the new Minutes, as compared with that which appeared a year ago, to be as follows:—See table, p. 3.

Increase of schools seeking aid under Minutes of 1846.

The number of institutions receiving pupil-teachers has thus increased more than one-third in the past year; but owing to their smaller average size the increase of schools is only one-fourth, while that of scholars is greater again, owing to their being chiefly large mixed schools, of children of both sexes, in the same room, and under the same teacher, of which class the number is nearly doubled within the year. The increase of pupil-teachers has been in the proportion of only one-fourth, a number of the schools first aided having received their full number, while in those more recently included, as in many of the Wesleyan schools, there are yet vacancies to be supplied, in such graduation as not to leave

the school wholly deprived of skilled assistance through the simultaneous departure of a whole staff of pupil-teachers. The increased attendance in the schools is seen to be small, while the proportion of pupil-teachers to that attendance is about stationary. The increase of these, therefore, promises for the present to be in the proportion of the increase in the number of scholars contained in the schools seeking this form of aid, or about 27 per cent. per annum, on a number which now amounts in my district to 438.

TABLE of the Schools in which Pupil-Teachers are apprenticed, with the average Weekly Attendance of Children, and the Number of Pupil Teachers at Christmas, 1850, compared with Christmas, 1849.

	Totals.					Averages.			
	British.	Wesleyan.	Totals Christmas, 1850.	Totals Christmas, 1849.	Average Increase.	British.	Wesleyan.	All Schools Christmas, 1850.	All Schools Christmas, 1849.
Separate Institutions.	82	40	122	89	33	..	..	..	..
Boys' Schools:—									
Schools . . .	53	11	64	53	11	..	..	..	..
Scholars . . .	8,314	1,481	9,795	7,989	1,806	157	135	153	150
Pupil-teachers .	177	34	211	188	23	3.34	3.10	3.30	3.55
Girls' Schools:—									
Schools . . .	49	8	57	47	10	..	..	..	..
Scholars . . .	5,022	741	5,763	4,479	1,284	102	92	101	95
Pupil-teachers .	92	13	105	71	34	1.89	1.62	1.84	1.51
Infant Schools:—									
Schools . . .	12	5	17	12	5	..	..	..	..
Scholars . . .	14,54	427	1,881	1,359	522	421	85	111	113
Pupil-teachers .	17	4	21	12	9	1.42	.80	1.23	1.00
Mixed Schools:—									
Schools . . .	23	29	52	31	21	..	..	..	..
Scholars . . .	2,782	2,601	5,443	2,834	2,609	121	92	104	91
Pupil-teachers .	52	49	101	54	47	2.26	1.69	1.94	1.74
Totals:—									
Schools . . .	137	53	190	143	47	..	..	..	..
Scholars . . .	17,572	5,310	22,882	16,661	6,221	128	100.	120	116
Pupil-teachers .	338	100	438	325	113	2.47	1.89	2.30	2.27

Another year's experience of the local operation of your Lordships' Minutes of 1846, is recorded in detail in the following notes, and offers few general results which have not been described in my last report. The teachers are still rising in attainments, skill, and devotion; and the pupil-teachers, as a whole, form a body of hopeful young persons, in whose welfare it is impossible to help feeling a deep interest; the more because it is inseparably bound up with the success of your Lordships' present efforts to raise the character of the national "education," in the best sense of the term. The schools, too, in which they are placed, have made

Operation of their Lordships' Minutes in elevating character both teacher and scholar

an equal advance in organization, discipline, tone, and methods, under the simple demand of the inspector to see the increased moral and intellectual power which they supply to the teacher, not absorbed by some few classes only, but employed in the improved training of the whole of the little school community. In obedience to your Lordships' instructions, he has equally required that the young apprentices shall be brought up as good practical class-teachers in every department of the school, and in every subject of instruction, in its due course, since it is not to be expected that they will have any abiding love for an occupation in which they are not trained to excel. The result has been an almost universal, and universally most beneficial, reorganization of the schools into sections under the pupil-teachers and head teachers respectively; in which, in the British schools, the old monitorial organization is very properly preserved *intact*, for practice in the more technical parts of the instruction; while in those which were on other systems, *assistants* to the pupil-teachers, in the place of monitors, are commonly appointed with nearly the same results. In those schools where the whole force of the pupil-teachers has been absorbed simply in the instruction of the higher classes, though enlarged according to their increasing power, while the lower are left, as heretofore, either to merely monitorial agency, or to the passing and casual instruction which alone the head teacher can give them, the results, though presenting a great improvement, are not nearly so satisfactory as they should be, in the improved moral tone and higher mental training of the whole of the children. In fact, this arrangement is commonly dictated by too low a view of the teacher's office altogether, when such resources as those offered by your Lordships' Minutes are available to it. With their aid it becomes possible to a Christian teacher, with judicious arrangements and improved methods, really to train,—to *educate*,—the children's faculties of heart and mind throughout the whole school, to the full extent that the too juvenile and too irregular attendance in its classes will permit; and neglecting this opportunity merely to give an increased amount of *instruction* in the upper classes, or, in a very extreme case, to advance his own attainments and those of the pupil-teachers, without any reconstruction or revision of the school at all, appears to me to be a grave dereliction of duty.

necessity to
pupil-
teachers for
the eleva-
tion of cha-
racter in
school.

In my intercourse with the committees and the teachers, I thus find myself impelled to dwell upon the necessity of improving the *education* actually given in the schools, the more earnestly, because it appears to me that the happiness of the young pupil-teachers themselves, and the success of your Lordships' exertions to bring them into the public service, depend mainly upon their being trained to a high view of the duties of their office, and a high skill in the practical discharge of them; the latter, essential to any permanent attachment to the labour; and the former, to its being

really a labour of love and a mission of Christian civilization to the humbler classes. Unless, in fact, the character of the teacher, and the good teacher, be so impressed upon the apprenticed pupils that they give their hearts to the work for life, either an unhappy selection has been made in their appointment, or the teacher has not done his duty; and though, for a time, those who may not come forward to be teachers shall find employment in other avocations, yet the general result would be the creation of a very uneasy class in society, in very unnecessary rivalry with the children of the classes immediately above them.

The high view of their office which I would fain desire to see these youths acquiring, so far from involving any flighty conceit of its importance, and ambition of baseless display through the agency of the children, should be that calm and clear conception of it, as an educative mission, which should habituate them to look from the youngest groups of children in the school *upward*, not merely to drive them forward through the technical arts of reading, writing, and arithmetic, though these necessarily demand the greatest amount of time and labour, but also in an affectionate solicitude to train every tender faculty to its soundest vigour and truest use; rather than to glance condescendingly *downward*, as the mere instructor does, from the high empyrean of the upper classes, where the ordinary technical attainments are pretty well ground in, to the lower, to which indigestible scraps of the same are at intervals thrown, just enough to induce their parents to keep them in the school, year after year, until they come into the uppermost class or two; a system which commonly pervades all our popular instruction, and one under which the mass of the population, being unable and unwilling to keep their children so long at school with so little apparent result, early withdraw them, and thus incur the charge of neglecting an education which was never really offered to them.

To train them as educators, and not merely instructors.

Trained vigorously in such a view of the work of "education," to which he is to devote his life, the young teacher will feel comparatively little anxiety to extend the scope of "instruction" which is already adopted; but his just ambition will be to make it incomparably more sound, and to give a *reality* to the attainments of his pupils which they have heretofore lamentably wanted. In other words, with the defective resources which they have heretofore possessed, our popular schools, while doing somewhat for the education of the top children, and a little for the instruction of all who frequented them, have never yet possessed the means of *educating* the mass of the children, of *really training* their hearts and minds to healthful exercise. To bring up the pupil-teachers in the spirit of this departing state of things is therefore to raise up another generation of mere instructors, well prepared to stimulate the intellect, but ill qualified to form that simple and vigorous character which it should be the aim of every school to produce,

That their influence may be as to produce a modest, energetic, instead of presumptuous and imbecile character.

and without which aim none can have a genuine claim to public support or assistance. Upon the tone which is given to the present body of apprentices, in their training as teachers, will thus mainly depend that of due popular education in the next generation; whether it shall tend to produce a shallow and presumptuous race, the prey of every charlatan who may choose to practise upon its moral imbecility, or whether it shall give us a people at once candid though cautious, and gentle though bold.

proved
technical
instruction
in crafts, ob-
jections,
religious
instruction
in other
things, for
which means
are now
used.

Instead of the lower half of each school being mainly employed, as heretofore, either in listening to collective instruction to the whole school which it cannot understand, and in learning the first lessons in reading in ill-disciplined drafts, alternated with the worse-disciplined indolence called writing on slates (which describes the whole course to which it has commonly been subject in any class of popular schools), it is now possible, with the superior agency afforded by the pupil-teachers, to form it into sections, in which the monitorial agency, when it is at work in the technical exercises, shall be well superintended, but in which there shall also be a large amount of collective instruction by the pupil-teacher, equally improving to himself and the children. Thus he can give them object lessons, not on distant wonder and curiosities, but upon the familiar things of their food, clothing, and housing, and of the earth, stones, plants, animals, woods, hills, vales, and rivers around them; training them to observe accurately, to compare carefully, to draw a conclusion steadily, to apply it cautiously, to inquire constantly; to seek, in order to test the hypothesis which shall offer itself as the answer, the evidence of new observation, experiment, or testimony; to apply faithfully the principle thus educated, or any other axiom; to follow sequences; in fact, to reason justly upon the things which affect their most immediate interests and gratifications; and in every lesson to lead them to perceive that it is in God's wonderful mercies alone that they live, and move, and have their being; and (under Him) to the affection of their parents and friends, and to the ministering industry of their fellow-creatures, that they owe its security and maintenance; in return for which their contribution of fidelity, love, and labour, will also be due when age, and the very education which they are receiving, shall qualify them to render it. Again, the elder of these youths, or those otherwise qualified, in the opinion of the teacher (a division of the school into fewer and larger portions being commonly used to meet their fewer number), can be employed to aid him in giving to the children lessons in the elements of Sacred History, dwelling particularly upon the life of our Saviour; upon the characters of Joseph, of Moses, of Samuel, &c.; and upon the numberless incidents, of graphic grandeur and beauty, in which piety is witnessed in deeds springing from the true heroism of faith, and with which their infant minds, moulded by a sincere and faithful, even though not a

highly-gifted teacher, can at once sympathise; and these lessons should be directed, as much as possible, to leaving every precept to be derived from them engraved in the mind in those very words of Scripture, *recited from the Book itself*, which record the turn of hearts and of events, and which may hence become (D. V.) the aphorisms of their lives; while to realize some of these by analogical reference to their own conduct, even as exhibited in the school and playground, is by no means difficult.

A proper scheme of time would enable a teacher not only to have these lessons given even to the youngest children in his school, but to make them the root of much of the higher technical instruction to which they are about to be advanced. Thus the object lessons, gradually extended to some of the simplest experiments in natural science, and classifications in natural history, and illustrated by familiar plants and animals, would involve, as one of the main elements, a careful and precise use of language in recording their results, which should become a first lesson in the construction of sentences, leading ultimately to a logical exercise in their analysis according to the rules of grammar, which is properly a more advanced exercise than the first elements of composition, as much as reading is beyond the first elements of speech. Such a course as this, which is the best for the English child, would put the Welsh boy almost on an equality with him, by enabling him to acquire a new language while his faculties were being steadily developed, instead of having every one of them dulled, his whole intellect confused or equivocated, and his best opportunities wasted, as at present, in passing through a second infancy of mere word-learning. In his case, too, special facilities ought to be provided in the shape of proper books (*see post*, 18th September, 1850); and the whole course would everywhere tend to remove the half-idiotic vacancy of mind and incapacity of speech, concerning even the common things around them, which is so painfully characteristic of the ruder parts of the kingdom.

By the collective object lessons, should also be conveyed clear conceptions of simple geometrical forms, with habits of their correct delineation; likewise the first clear notions of number, space, and time, and their measurement; introductory to practical arithmetic, and, ultimately, to the rationale of its rules; and to the barest elements of geometry, without which the geography commonly taught in the schools is too often merely verbal topography, in lieu of affording an outline for some general views of history combined with physical geography, which, whether illustrated by the features of the immediate neighbourhood or those of foreign countries, should supply some of the most interesting and instructive exercises of the school, the excitement of which would remove them altogether out of the category of tasks.

Again, arising out of the scripture lessons, there would gradually come a whole course of religious instruction, conducted by the

Connexion
between
education of
faculties and
technical
instruction in
grammar, &c.

Connexion
between
education of
faculties and
technical
instruction in
arithmetic,
&c.

Connexion
between
collective

Scripture
lessons and
other reli-
gious instruc-
tion.

master and the elder pupil-teachers, when really qualified, in those schools where the religious formularies of their promoters are in unrestricted use (though with freedom to the parents who do not use them to claim exemption for their own children from this part of the instruction, which they very seldom do); while in all others, as well as in these, there would be exhibited a far higher intelligence, and, I trust, a more reverential tone, in the reading of Scripture, and the questioning upon it, which are universally practised. The value of this part of the instruction to the education of children at tender age, depends, in fact, much less upon the formularies employed (so that the Bible, and habitual reference to its authority, be found in a school), than upon the character of the teacher; the truly religious person spreading around an atmosphere of moral rectitude and tenderness, and animating, with a heart-searching life, sacred terms, which, conveyed through the solemn affectations of the insincere, or the logical flippancy of the unawakened, would rather tend to stifle the best emotions of the soul under a veil of irreverential familiarity with holy things, or, tinged by the superstition and pride of the mere formalist, would be used merely to degrade them into idols. A religious teacher, therefore, is absolutely requisite to educate children from first to last in the habit of seeking and loving the simple truths of revealed religion as well as of natural science, in an increasing, and humbling, and yet sustaining consciousness of the inconceivable heights and depths of power, and mercy, and love, in which they live and move and have their being; and in the dutiful, and earnest, and realised application of every power which they confer and faculty which they foster, to the practical discharge of their daily duties to God and to man.

Limit within
which educa-
tion of poorer
classes must
necessarily
be confined.

This appears to me to be the only secure foundation for the social philosophy which a very able and earnest educationist (Mr. Ellis) is endeavouring to introduce into the schools of the lower classes; and lessons such as his will, on this basis, be of incalculable value. But of abstract science generally, and of the more refined and elaborate methods of deductive reasoning, whether mathematical or metaphysical, the children, at their present customary age of leaving school, will have obtained, at the close of this or any legitimate course which can be attempted, scarcely a glance; and there will, therefore be no fear of its leading them, nearly so much as the more verbal and ill-digested schemes which they now commonly pursue (without any conservative habit of *inductive* reasoning whatever) into the snares of specious fallacies. Still less will they have approached, unless in acquiring a few simple roots of words, that higher discipline derived from moulding the mind to the classic records of the greatest creations of human genius; while it is no subject of regret that they have not been indulged with the glowing fables of a sensuous mythology, or betrayed, through a false tone of sentiment, into the obliquities

of degraded forms of religion, scarcely less sensuous; though they would be better prepared to derive something of practical vigour, even from such mental food, in place of the abstract weakness which it commonly conveys, than many of the ill-educated above them, who have had no such wholesome course of elementary training.

It is no *system*, which I am describing, but the result to which all the best schools are tending by the force of their own genius; and the impossibility of over-educating children who are withdrawn to manual occupations like those of the English labourer, generally at 10, and of the English artisan, before 12, should be obvious enough, without reference to the fact that there can be no such thing as *over-education*, where the balance of moral and intellectual development is duly sustained by spiritual influences, and every precept is realized by observation and practice; though there may be witnessed cases of *over-instruction*, where no such complete training is contemplated. No danger of over-education, but only of over-instruction. But in these cases there is so obvious a want of moral tone, and so peculiar an incoherency amidst all the cleverness of the intellectual progress, that it is easily detected by an inspector of a school, and becomes the immediate subject of solicitous consultation with the managers, who are already, in all probability, disgusted with the pretentiousness which they erroneously suppose, from the example before them, to attach to all popular education, and in the promotion of which they will already, therefore, be slackening their efforts.

Diametrically opposed to this is the more wholesome course of *real education*, which has just been described as coming into existence for the first time in the local schools for the poor, under the encouragement afforded by your Lordships' Minutes; one of less outward pretension, but one which, having constant reference to the familiar objects and interests of daily life, will therefore be in far higher favour with the parents of the children, as well as the little people themselves, and much less obnoxious to the misgivings of subscribers, than that which is now commonly pursued. Above all, it will bring the really vigorous infant, and the boys' and girls' schools, into one consistent course of education, such as they now exhibit at Tiverton (see *post*, 21st December, 1849), instead of the lower end of the upper schools, being generally found in a state of purposeless disorder approaching to anarchy, but as it is to be practised in *day-schools*, and not in *boarding-schools*, such as those of the union workhouses, it is needless here to enlarge upon the subjects of *physical* and *industrial* training. There ought to be a sufficient play-ground, in which a proper attention to the former would contribute to the discipline as well as health of the children, while at other times it offers that moral study of their character which is appreciated at only its just value by the Wesleyan schools on the Glasgow system. The best industrial training which comes under my ob-

servation is the needlework in the Girls' British Schools, which appears generally to be well organized and jealously superintended by lady visitors, with an apparent benefit to the habits of the children generally in neatness and alertness, which it would be a great neglect to overlook or undervalue, as a most essential element of their education; the want of which, in districts where light manufacturing occupations seduce the girls from its influence, tells most injuriously upon the tone of the female character, and therefore upon that of the whole population. The only mentionable introduction of industrial occupations in the boys' schools which come under my observation, is into the ragged-schools, where (the type of the good school being, everywhere, essentially, the *home*) more of the influences which should be supplied by good domestic guardianship have to be provided than is absolutely required for the children of parents of better conduct, however humble in condition; who always want their children at home whenever they are not in the school; and put them, as soon as they can earn anything, to the industry by which they are to obtain their bread, which they commence only too soon, and in which the English are by no means an ill-trained nation. Under this home demand for the services of the children, no *industrial day-school* on any elaborate plan can be carried on without considerable loss.

Present teachers and pupil-teachers well calculated to carry out, as well as develop, improved systems of real education.

It is obvious that such an education as I have sketched, limited as the scope of its "instruction" may be, can be conceived and carried out only by able and humble, by cultivated and christian men; and it is no small reward to the State for its frank and earnest co-operation with the voluntary element in school management, to be assured that such is the general character of those now intrusted with the training of the pupil-teachers; and among the latter, not only is the best teaching invariably graced with the truest modesty, but there is almost an entire absence of that conceit, which, considering their avocations, would inevitably betray moral neglect or betrayal on the part of their instructors. They must, in fact, under good guardianship, either conform to and be moulded by a most wholesome discipline, or this discipline will itself move them to an antagonism of feeling which will end in their withdrawal. At present the masters, the pupil-teachers, and the scholars are all being greatly elevated by the operation of your Lordships' recent Minutes upon those schools which can challenge their aid. But these can be regarded altogether only as the *model schools* for a system which shall be of national extent, occupying, as they do, only the most favourable spots, and influencing in only a limited degree the moral wastes of the remoter mining, manufacturing, and agricultural districts;—now remote only in their untutored rudeness, for the two former, at least, are rapidly attaining to such a force and position that upon their moral character may yet turn our political fate.

The public day-school is no popular institution of the mining and manufacturing districts generally, but only the public Sunday-school, for which edifices are raised sufficient to accommodate the whole population of the school-going ages during one day in the week, to remain during the remainder of it either unoccupied or tenanted only by some poor and unskilled teacher, permitted to assemble his few private pupils amidst its waste of dusty desks and benches. The only day-schools of any value in such districts are the "works schools" of the large employers, a few supported by general subscriptions in the very largest towns, and those maintained through the efforts of the clergy. But all these schools combined will be found to contain but a fraction of the children of the proper ages to attend, and who are not at work; and the efforts of their promoters are made so entirely against the grain, so entirely in advance of the last-century spirit which inhabits these regions, that the Sunday-school is still regarded as the school, sufficient for all secular as well as religious education, and the active promoters of day-schools in its connexion or neighbourhood, as very uneasy and over-busy persons. The case of Stockport (see post, 19th October, 1850) is one to which I have had repeatedly to advert, but it is only a fair type of the state of things in the mining and manufacturing districts generally. Even where the proprietor of works has been induced to raise a school, which, in the iron districts, he partly maintains by a tax on the wages of his men, if he be resident at a distance, or essentially uninterested in the subject, beyond the satisfaction which he enjoys in having erected a handsome school-house, the general tone of the district prevails, and the carelessness of the parents, the absence of a committee, and the disgust of the teacher, combine to render the institution almost valueless for any purpose of real education. When these schools are not under inspection, and capable of coming up to the standard required for the reception of pupil-teachers, they often exhibit little more than a liberal waste of money; and yet the reverse of all this is seen, not only in the group of model institutions devoted, by the liberality of Mr. Heathcote and his family, to the education of the poorer classes of Tiverton, but also in the magnificent schools of J. H. Vivian, Esq., M.P., at Hafod, near Swansea, and the very excellent ones provided for their workpeople and humbler neighbours by Messrs. Neville at Neath, by the Blaenau and Llynfi iron company, &c.

Notwithstanding this neglect of the day-school in the districts most rapidly increasing in population and importance, it is easily demonstrable, statistically, that they have school-rooms enough to receive the whole of the children, and that there are children attending day-schools to the full number that exist at the proper ages; an apparent contradiction to my present statements, which is easily explained, by the fact that the school-rooms are occupied only on the Sundays, and then by the young people above the

But public day-school is no popular institution of mining, manufacturing, or remote agricultural districts.

Fallacy in all statistics brought to prove the contrary.

ordinary day-school ages, as well as below them; for the Sunday-schools have also their *infant* sections, though a part of the children never enter them at all. On the other hand, all would be enumerated as attending day-schools who went to the places so called, and these would not all be children of the proper ages for school attendance, but for the most part infant children, sent to be "out of the way" of their parents, not into any place of training, or even instruction, but merely into the kitchen of some dame; while those really fit for school are in the fields, lanes, and streets, when not in the factories; as most under 13 *are not*, owing to the general objection to relays. As to the schools, which exist under the compulsory provisions of the Factories Act, they are so seldom worthy of the name, except where a benevolent proprietor undertakes the matter in the spirit of a "works school," that it is with mingled gratitude I point to two fairly vigorous British schools at Duckinfield, provided to meet its provisions, and, at the same time, the wants of the surrounding population generally.

Endeavours
to supply its
defects by
means of
night-
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which should
be either
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aided, where
a master has
pupil-
teachers.

The only *popular* provision for the work of general education in the mining and manufacturing districts, besides the Sunday school, is the *evening school*, chiefly for young persons of adolescent age; and so few are the parties competent to give instruction in it, that the teachers of the day-schools, wherever they exist, are commonly required to take the night-schools also, which in fact they must do, to eke out a maintenance equal to that of the skilled mechanics, their neighbours. The consequence is, either that the pupil-teachers, or the day-school directly, or mediately, through them, is injured by this unreasonable absorption of the teacher's time and strength, which are properly required for the advancement of his own attainments, together with those of his young apprentices, and his daily pupils. To refuse pupil-teachers altogether, in the cases where the master keeps a night-school, would be either practically to refuse this form of assistance where it is most needed, or to close one of the main avenues of improvement yet available to the surrounding population. And yet, in justice to all parties, either they should be refused, or the night-school should for the present be recognised as an appendage to the day-school, which it is impossible to remove, and additional strength be given to the teacher, by allowing him pupil-teachers in proportion to the number, or to one-half of the number, frequenting his night-school, in addition to those contained in his day-school. These pupil-teachers, it should be observed, would always be boys; because it is male teachers only who are keeping these night-schools; and by a judicious disposal of their time, it would be easily practicable to continue the course of their studies, and yet afford some relief to the master, even by the elder assisting him in the night-school as well as in the day-school.

Night-school
in itself an
important

The present proposal, indeed, is of the same kind with the rule already adopted, of granting pupil-teachers in the schools fre-

quoted by "half-timers," in the proportion of 50 per cent. of the second set in attendance on the same day, in lieu of only the usual proportion to those in attendance at any one time; and is worthy of adoption, if their Lordships' minutes possess any principle of expansibility towards a national system of education, if only for the aid which it would render indirectly to the night-school itself, an institution heretofore used chiefly as a palliative for the want of day-schools, but one which, like the overtaken Sunday-school, has also higher purposes, which challenge the tenderest regard; since it is evidently destined to become the centre of intercourse with the more educated, and of mutual improvement for the adolescent youths, by whom some such moral centre will be only the more highly appreciated as they are advanced in instruction, and feel the want of the supplemental education, which may be afforded by a library, classes, and lectures. (*See post*, Macclesfield, 11th October, 1850.)

The only other suggestion of the same nature which I would venture to make involves, like the preceding, no change in the terms of their Lordships' existing Minutes, but merely a little extension of liberality in their administration. It is to give pupil-teachers in the extreme proportion mentioned in those minutes (one to 25 scholars), in every girls' school which has a really able mistress, and is conducted with vigour. These are everywhere too few, and in the mining and manufacturing districts are rare indeed, while the most pressing demand is felt throughout the country for really well-grounded female teachers. There are not, in the schools under my inspection, one-half of the number of female that there are of male pupil-teachers, although the demand for female teachers in the girls', infants', and the minor mixed schools, is unlimited, and more than half of the number now under education will shortly be lost to the labour by marriage; a loss not to be regretted, but only to be provided against; for the value of the public money expended will have been already returned to the country by their services in the schools during their apprenticeship; and there is a satisfaction, which perhaps only an inspector can fully realize, in the conviction that none of the money or solicitude expended in bringing them up to the work of Christian education, will be wasted, since they are not, as in the case of the youths, withdrawn from some career of mechanical industry in which they would otherwise have been employed, and from which they are, in a measure, betrayed, if they do not become faithful and successful teachers, but are simply fitted more fully than they otherwise would be for the duties of any sphere of life to which they may be called. Not only is there a demand for efficient female teachers which it is impossible to supply, for the girls' and infants' schools, but there is an unlimited field for their employment in the smaller village schools, where the age at which the children attend is decidedly low, and

institution
for youths.

Want of
well-trained
female
teachers
seems to urge
full allow-
ance of pupil-
teachers to
girls' schools.

where a fairly educated and well-trained woman, besides being able to take the industrial management of the girls, is qualified to produce a more elevated and quite as abiding an intellectual and moral effect upon her young charge of both sexes, as the sort of male teacher which the pecuniary circumstances of such schools can command.

Schools should be inspected, but the grades of teachers' certificates are finally settled.

I would still ask the favour, too, of your Lordships' kind consideration of the recommendation made in my last year's report, that the grades of the teachers' certificates who have shown themselves, at the examinations, to be possessed of sufficient attainments to receive such certificates at all, should not be finally fixed until their schools have been inspected once or twice, although class-lists of mere attainment might be published immediately after the examination, to calm their anxiety on that head; and whatever they may suffer in regard to their qualifications as practical educators, will only serve to awaken a very proper solicitude, where there may have been a tendency to sacrifice the practical application to the extension of attainments, as is often the case, with the effect of permitting some of the highest certificates to be carried off by men of least merit in school management.

Stipendiary monitors for short terms in second-rate schools;

and double grants to Ragged schools,

The employment of stipendiary monitors for shorter terms than four years in the second-class schools, especially of Wales and the remoter manufacturing districts, and also in the Ragged day-schools of the large towns (in none of which should teachers be educated), I would venture again to recal to notice, together with the recommendation of grants in double the usual proportion to the latter, with the view of encouraging their promoters to make them really efficient; to do which will always cost far more than in the case of an ordinary British or National school, owing to the gratuitousness of the children's attendance, and the necessity of maintaining an industrial department, with some other of the features of a home, in addition to efficient agency for intellectual instruction and moral reformation and training. Unless this character of efficiency be given to the rising class of Ragged day-schools, they will effect, in combination with the contemporaneous tendency to make the older classes of public schools more nearly self-supporting, by raising the fees for attendance, a very grave degradation rather than any elevation of the lower classes of our towns, by assembling in worse company and under less efficient management, the children of many poor but honest parents, who would otherwise have benefited by the increasing efficiency of the National and British schools. (*See St. James's Back Ragged School at Bristol, 26th March, 1850.*)

which, if inefficient, become a great moral nuisance.

Such are the slight modifications which I would venture to suggest in the detailed administration of your Lordships' present Minutes, but I am bound in fidelity to express my humble conviction, that additional provisions are required, not only to meet the educational wants of the country, but even to carry out the

existing arrangements for raising an improved class of teachers, and embarking them safely in the public service. The position of the young pupil-teachers is, in fact, one of some private solicitude and great public importance.

It is impossible to follow out in safety the national career which is assigned to us, without an educated people; and we are raising a large body of young persons to be its educators, which they undoubtedly will, for good or for evil; and the necessity of making every reasonable provision to give a right direction to their capacities, is certainly, therefore, not less important than the development of them. There is every prospect that, in the British, Wesleyan, and other denominational schools alone, there will be, before the end of the first five years of the operation of the present Minutes, or within two years of the present time, about 1,000 pupil-teachers (irrespective of the 4,000 who will then be found in National schools); and thence forward about 200 a-year (or 1,000 in the whole) will present themselves for the completion of their education in Normal schools, and finally for employment in local schools. Since they ought to have at least two years training in a Normal school, this current alone requires institutions to receive no fewer than 400 British and Wesleyan pupil-teachers (or 2,000 in all), being a number more than three-fold that for which any proper training place can be found; while no means, either, are yet provided for the proper support of the schools in which they are to be employed; a deficiency which is the most marked in those very districts where their services are the most required.

To throw upon the country and upon these districts, a class of young persons like this, in a false position, and one probably of discontent, in lieu of embarking them in a proper course of duty, will do something for the education of the people, it is true, but in a spirit the very reverse of that which was contemplated, and leading to results far remote from those which are at present promised to us, by the most hopeful body of young people that any nation can produce, *if only, the like exertion be made to open to them the career of useful and honourable labour, which has been made to prepare them for it.* The latter, indeed, supposes the former; for, if extraordinary exertion be required for the one, a simple analogy brings us to the conclusion, that it is equally required for the other, and that the precedence of time was conceded to the rearing of a new race of teachers, merely because this must necessarily be the part first accomplished of the whole work of elevating the public education.

• The first part of this work (in the department with the superintendence of which I have been honored, at least) has prospered in the most remarkable manner; at once elevating the tone and increasing the vigour of the schools, and raising a body of exemplary young persons, possessed of attainments, skill, and

Prospects of
pupil-
teacher
agency.

Necessity of
preparing
schools for
teachers,
as well as
teachers for
schools.

Schools
in which
rising teach-
ers ought to
be employed,
in mining
and manu-
facturing

istricts, do
not exist; and
if they did,
would not be
supported by
merely
voluntary
agency.

Christian motives to their just employment, which everywhere challenge an affectionate regard. For the completion of their professional training, I doubt not, while I point out the necessity for its consideration, that due provision will yet be made by the combined exertions of your Lordships and the voluntary friends of education, whose earnestness in the cause, and sacrifices for its advancement, bear no small testimony to their qualifications for the guardianship of such institutions. But how the services of these young people are to be accepted and paid, in the districts most needing them, it is, I fear, impossible to show, under any existing form of provision. In fact, the schools in which they ought to be employed *do not exist*, and if they did, would *not be supported* by merely voluntary exertion; for such of the capitalist leaders of the industry of these districts as care about the matter, provide their own schools, the insufficient number and character of which I have elsewhere described; the middle classes will subscribe for and work in only the Sunday schools; and the labouring classes are quite unprepared to take the subject into their own hands, and will not even send their children to the day-school, until urged by a missionary zeal in the cause of Christian education to do so, and then in an entirely misgiving spirit; although, in such times as the present, *all parties can well afford pecuniarily to do their duty in the work.*

Sunday-school mission in these districts must now be seconded by that of day-school.

It is this comparative weakness of the voluntary system, so far as the day-school is concerned, combined with its essential strength in the Sunday-school, and its latent power in the spirit of the people, which occasions the great centres of the mining and manufacturing districts to be the principal sources of schemes of national education, which shall reconcile the *voluntary* element with augmented *public* aid; the best friends of the religious education of the people being convinced that the time is gone by when the home mission carried on by the Sunday-school, in such districts, can meet all their educational wants, and that the period has now arrived for another, by the agency of the Christian day-school, not to supersede, but to strengthen, purify, and elevate the labours of the Sunday-school; while the greater number of those with whom I have conversed entertain no hope of a progress at all commensurate with the growing necessities of our condition, without some *local* provision for the *public support* of the day-schools, which shall equally respect the *influence of religious communities*, the *voluntary principle*, and the *freedom of instruction*, as the living elements of civil and religious liberty, which ought to be realized in this department of our social existence, as fully, at least, under a public system of local aid, as they already are, under the operation of your Lordships' Minutes.

Day-schools must be supported by public and local aid, on liberal principles.

Local authority better employed to aid the 1 to

Now, as obviously as that the voluntary system is wholly unprepared to take up the whole work of *secular* in addition to that of *religious* instruction, so obviously would a complete system of

local committees of ratepayers, taking the *management* of all the schools into their hands, be no fit agency for conducting the work so as to recognise and strengthen these elements; for, if the schools were to be purely secular, this would be simply ignoring in lieu of respecting them; and if they involved religious instruction (and all influence so permanent and pervading as that of the schoolmaster upon childhood is either *religious* or *irreligious*), differences would have to be encountered on the very threshold of legislation which would, in all human probability, perpetuate the dissensions among the religious public on this subject, until an impatient and ill-conditioned people, possessing themselves of power through grievous trials, should institute for themselves some low and purely secular system, the professors of which would, to a great extent, prove to be the priests of a moral anarchy, chequered with mere superstition, instead of the peaceful members of Christian societies. The vital importance, indeed, of subtracting the superintendence of the teacher's labours as little as possible, or rather of carefully refraining from subtracting it at all from the Christian ministry and congregations, and the societies formed by their various members (who will generally constitute or appoint infinitely better visitors than any purely municipal agency) dictates the most cautious respect for all that every church, society, and connexion has yet done by voluntary exertion, at the same time that renewed effort should be called forth, with the greatest vigour where most required, by provisions granting aid out of local rates, on conditions similar to those which regulate the aid actually supplied by your Lordships' Minutes, and which should simply demand, through a centralized system of inspection, *complete responsibility to the state for the secular efficiency of the schools, and the good character of the teachers.*

But how can such a complicated variety of objects, moral and administrative, be attained by any simple and self-acting regulation, fit for legislative adoption?

By simply securing to the conductors of every elementary school, having a certificated teacher, and being duly approved by inspection, the quarterly payment of an equal school fee of, say, 2d. or 3d. per head per week for every child, of any age between 4 and 14, in actual daily attendance at that school, as proved by registers easily kept and checked; such moneys being supplied by a small school rate, levied with the poor's rate, and administered by a committee of the Board of Guardians, with its own chairman and visitor; while the whole of the inspection, and the administration of the public moneys to be devoted to the education of pupil-teachers and teachers, shall be entrusted, as at present, to their Lordships of the Committee of Council on Education. Whenever places shall be found in which voluntary effort, thus encouraged, shall not be able to accomplish the work, the education-committee of the Union may erect schools, receiving a pro-

supermode
voluntary
agency: so
that con
dition of
such aid be
responsi-
bility for its
due employ-
ment.

An equal fee
to be paid
for each
child, in
attendance
under cer-
tificated
teachers in
inspected
schools, out
of a school-
rate, ad-
ministered
by a com-
mittee of the
Poor Law
Guardians,
having no
other func-
tion, except,
in a few in-
stances, to
erect and
maintain a
residuary

school, with aid and inspection from Committee of Privy Council like that of any other committee.

portionate grant from their Lordships, like any other committee, and exercising the like freedom of choice as to the principles upon which they shall conduct their schools, whether National, British, or any other, though, commonly, they would take the former, to which should be attached, legislatively, a reservation for the free admission of children of dissenters, without their being required to learn a church formulary, to which their parents should expressly object. The functions of the education committee of the Union being strictly limited to the mere distribution of the school rate, according to a fixed rule, prescribing an equal fee as simple and invariable for each child as the penny-postage on a penny letter (together with the erection and management of a very few schools, aided and inspected, like any other, from the Committee of Council on Education), they will not demand any degree of administrative ability and integrity which is not usually found in the Boards of Guardians. The visitor of the local education committee should be the Union sub-inspector, reporting to the chairman of the committee and to Her Majesty's Inspectors of Schools, acting in that district, and having access to the schools, and to their account and attendance books, but no power to *interfere* with anything, nor even to *report* on the *religious* instruction.

Answers to objections on ground of interference with free trade in education; influx of children from classes above the poor, or from distant localities.

As for objections arising out of alleged interference with private teachers on the one hand, and the liability to have those above the poorer classes using the schools and thereby challenging the payment from the rates for their children on the other, they may easily be answered. For the *moral* services to be rendered by a school (and it is for these that its supporters already *voluntarily* contribute), there is among the poorer classes no "efficient demand," simply because they, and too many persons in a much higher condition of life, are commonly quite insensible to their value. *Free trade* in popular schooling, therefore, offers no remunerating price, except for progress in the mechanical acts of reading, writing, and arithmetic, to the equal neglect of both intellectual and moral education. Good popular schools, therefore, must always be the result of aggressive movements on the part of the better elements of society, whether by means of the voluntary co-operation of limited numbers, or of the exertion of their legitimate influence to procure supplemental means from the general resources of society. The question of demand and supply sufficing for the education of the poor, is in fact universally decided in the negative, wherever we witness the formation of a voluntary society for its advancement as much as it would be by the enactment of a rate for the support of public schools; and it is the struggle which such aggressive education has everywhere to make against ignorance, indifference, and the poverty of means, which is now challenging this form of aid. Supposing it to be granted, I see no harm whatever in all who choose sending their children to the common schools; the numerical proportion of a class above the labourers and artizans,

who, under certain circumstances, would do this, being necessarily small.

Whether the promoters of a school should or should not charge a further fee to the parents of the children (which there is a great moral good in requiring) might safely be left to themselves, within the limits of a few pence, under competition with the various interests around them, and with due reference to the condition and views of the supporters; sometimes subscribing only with a view to the education of their own children. But everywhere, the rule should be enforced, that, whatever the subscription may be, the fee shall be equal, whatever the age, condition, or progress of the children; to maintain inviolate the moral wholeness of the institution, so that one class may have no higher claim upon the master than another. The Union school visitor or sub-inspector would see that the institution was never made a source of profit, by reporting all doubtful cases to the local education committee and to Her Majesty's Inspectors, with whom it would rest to report to your Lordships, with a view to the exclusion of such an institution from further assistance. If this rule as to absence of profit be adopted, together with one which shall restrict the highest school fee to be paid by the parents, to 2d. or 3d., the class of schools to be aided will, in fact, define itself.

Of interference with subscriptions and children's payments, &c.

The Union in which the parents or guardians of the children reside, if the same or contiguous so that in which the school is situated, shall be charged with his school fees; but if not contiguous, there should be no claim for such statutory fee, since, if the child be boarded from home for the benefit of a particular school, his parents can afford full school fees also, and therefore should pay the fee usually contributed by the rate, in addition to any school pence that may ordinarily be charged. It is needless, however, to enter into minor details. There will be found no more difficulty in working a voluntary system on the basis of a small and equal statutory school fee of 2d. or 3d. per child paid from a rate than on the present basis of the total absence of such aid, and no more difficulty on the part of the State in co-operating with and elevating such a system.

A voluntary system based on a statutory school fee, as easily worked as one without that aid.

• By this plan there would be required no new and expensive outlay for school-buildings, since, in the districts most requiring schools, space in abundance is to be found in rooms already erected, though ill furnished, and closed, except on Sundays, for want of support. • Again, the economical and faithful expenditure of the rate is easily ensured by demanding accuracy in the school registers, so that they shall show opposite the name of each child his attendance or absence, both in the morning and afternoon of each day; a record to be tested on the slightest suspicion, and its wilful errors made liable to immediate exposure and punishment. Since the payments out of the school-rate will not, however, be made directly to the teachers, but to their Committees,

New outlay for school buildings, and possible mismanagement thus minimised.

the temptation to make false entries will not be worthy of consideration in the case of persons of the character which it is to be hoped that they will possess. But it is needless to enter into the details which suggest themselves to every practical mind.

Positive
results of
such a plan.

This simple plan of providing a secure school fee of, say 2d. or 3d. per head per week, (being 2s. or 3s. per quarter) for every child that any educational society will really catch and educate, would at once relieve the State from all the inordinate labour and expense of providing and managing schools, beyond its customary systems of aid and inspection; it would supersede for the present the necessity of compulsory legislation for school attendance, by inducing parents to challenge the education of their children, in return for the school rate, and making it an immediate advantage to the school funds to have them brought in by the friends of each institution; it would open the career to our young teachers; and it would relieve the brow of the inspector from the cloud of doubt as to their future prospects, which at present tends rather to chill their honest ardour; since, with such a prospect of immediate usefulness, both Parliament and the public will make liberal efforts to provide the means which are yet required, in the shape of additional normal schools, to complete their training, and of improved local schools, in which to enlist their labours. All apprehension would then be thrown aside of the Government erecting a complete system of schools in the sole management of the civil authorities, which it is thought would not only supersede future voluntary efforts, but, being unconnected, and therefore in rivalry, with those which are already commenced, would lead to endless difficulties, if it were not at once attempted to absorb the existing institutions by such a system, which would scarcely be contemplated.

the root.

Its negative
advantages.

The plan now proposed will have the incalculable advantage, too, of leaving the improvement of public education open to the competition of all the moral and intellectual forces of the nation, in lieu of locking it up in the trammels of *one system*, sanctioned by *authority*, and thus stopping that incessant growth of improved methods and systems which we ought to witness, by interrupting the facile realization of ideas, which may be in their origin mean and imperfect, and yet great in their ultimate results, under the stimulus of personal interest and connexional zeal.

Present ob-
structions to
National
Education
which it will
remove.

- It will at the same time reduce to their proper insignificance all contentions about the "*management clauses*" contained in the trusts of essentially *voluntary associations*; for the public money being administered by an entirely independent municipal authority, elected by the ratepayers, or by the Committee of Council itself under the observation of Parliament, and every party being paid only according to the work actually done, as certified by their Lordships' inspectors, the details of their constitution become of very little importance, so that they comprise nothing positively

opposed to public morals, or the attainment of the object in view. And it equally disposes of another difficulty; for, while the several education committees of the Boards of Guardians are to have their residuary schools on whatever principle they please, surely the Committee of Council may claim the same liberty for a normal school; and if the religious public can so work the voluntary principle, with the public aid offered to it by the present plan, combined with that which is and will hereafter be administered by their Lordships' minutes, as to dispense with the services of these residuary institutions altogether, it will be a subject only of general congratulation, and not of regret, that public departments of such delicacy and difficulty are not needed by the self-acting Christian people of England. On the other hand, it ought to be observed, that not only will the just influence of the sovereign power be as complete as under a purely municipal system of local management, but the division between this latter and the voluntary societies of the influence which would otherwise belong to the municipal bodies alone, makes it yet stronger, and purifies the whole system by narrowing the field of local faction and jobbing.

The instrument of *inspection* alone, while it is one of which the public will never stand in awe, because it is so easy to remove a misbehaving inspector, is of sufficient power to accomplish all that the State can desire; the receipt of moneys, whether local or national, by any school whatever, being dependent on its testimony, while the Union education committee is always at hand to supply an efficient school where none is maintained by any other agency. The emulation will thus be equally powerful to raise the character of the schooling, as well as to attract the children; and every good teacher that your Lordships' present minutes will yet for a long time send forth, will at once find employment under proper guardianship. If any proof were wanting of the feasibility of this plan of co-operating with the voluntary principle, it would be supplied by the gratifying experience of your Lordships' own labours; and the *unexampled* character of such a system, in the practice of surrounding nations, is no argument against its adoption in our own, the constitution of which pursues its own laws of development, and both at home and abroad is expected rather to set a safe example of social well-being than merely to copy the contrivances of governments, which exhibit more of mechanical symmetry with infinitely less of moral grace than those adopted by our own.

I do not hesitate, indeed, to express a conviction that this plan would, in a very short time, rally to its support every *moderate and practical man in the empire*, and be opposed only, and in the end unsuccessfully, by the extreme opposites in the religious world, through an inability to contemplate the *essential* difference between religious and *secular instruction*, irrespectively of their *practical* inseparableness, in a complete course of education; as though it

Inspection
real and
sufficient
power of
State over
every edu-
cational
movement,
binding
whole into
a complete
and efficient
system.

Aid of State,
whether cen-
trally or lo-
cally, should
be given
avowedly for
secular
instruction
only; though
in earnest
desire for its

union with
that religious
instruction
upon which
State may
not enter.

should be denied that there were any such separably presentable gases as oxygen and nitrogen, because they must be united for us to breathe them in common air. And hence the most vehement denunciations of the precept which undoubtedly underlies my present recommendation, that *the aid of the State should be given avowedly for the secular instruction only, though in anxious desire for the union with it of the religious instruction upon which it may not enter*; being identical with that upon which the mind of Dr. Chalmers had become immovably fixed, and which he has embodied in words that can never be too often repeated,—“that, in any public measure for helping on the education of the people, Government should abstain from introducing the element of religion at all into their part of the scheme; and this, not because they held the matter to be insignificant (the contrary might be strongly expressed in the preamble of their Act), but on the ground that, in the present divided state of the Christian world, they would take no cognizance of, just because they would attempt no control over, the religion of applicants for aid, leaving this matter entirely to the parties who had to do with the erection and management of the schools which they had been called upon to assist.”

Objections on
score of
irreligion and
indifference
may be
quenched by
a cordial
co-operation
with
Church and
several
other socie-
ties, in
appointment
of inspectors.

But, first, it will be said that this is *taxing all men for the teaching of all religions*, and therefore revolting to every earnest mind. But it has been shown that all our religious communities together are not prepared to undertake the *secular* as well as *religious* instruction of all our people, and have more on their hands in the latter than, humanly speaking, they are likely to accomplish; while it is maintained that though religious and secular instruction must necessarily be combined in a complete education, yet that they are *essentially* different, and that the aid of the State is given for the *secular instruction only*, while at the same time it declares, both in words and deeds, that it desires this instruction to form part of a *religious education*, and in that desire will inspect each class of schools by an agency, appointed by itself to secure its fidelity, but *approved by the several religious societies and voluntary associations which now exist, or which shall hereafter come forward to the education of the people*. But it may be argued, there will be a small class of even *purely secular schools* receiving public aid on this plan; and I can only reply, that it is quite consistent with civil freedom that there should; and that if the members of Christian societies, placed on an equal footing with the few peculiar and enthusiastic men who will alone support them, cannot keep them in check by the superior excellence of their own institutions, *where is their faith?* I venture to them an assurance, based on an experience for which they need not have waited, that there is not any fear of the result, *if they are themselves in earnest*, even in regard to the *secular* part of the instruction; and as for the public scandal of the thing, there will be none while the State cordially delegates the local superintendence of the education

of the great mass of the people,—of all that they can reach,—to the Established Church, and to all the other religious connexions and voluntary societies which choose to challenge it.

But it will be said that such a plan will only *aggravate the civil war of creeds, by setting one exclusive school against another*; and in places where only one efficient school can be maintained, depriving the less numerous or less wealthy portion of the community of that very secular education for which they have been called upon to pay in rates and taxes. This, unhappily, is a grievance which it would not *originate*. It *already exists* in the case of the National schools receiving aid from their Lordships, without admitting any children which do not learn the church catechism and attend the church Sunday school. But it is *one* which *ought not to exist*, for, though the religiously dissentient parents of a child, desiring to enter such a school, have no right to claim for it an exemption from all religious influence within its walls, which is equally undesirable and impossible, yet they have a moral claim to access to the secular instruction in it, for which they pay in common with the nation at large (if such instruction be practically accessible to them nowhere else), without the child's being instructed in formularies, the authority of which they do not recognise, and the terms of which are quite inapplicable to it. I cannot conceive, indeed, the disadvantage which can accrue to the Church from its ministers having children under their influence for six days, rather than not at all, unless they will come to them on the seventh also; or the moral injury to the school generally which would arise from their not learning the catechism, which, if the religious instruction be properly conducted, will never certainly assume the aspect of a *privilege* any more than of a *reproach*; while, on the other hand, the experience of the Wesleyan schools, which use their *own* formularies without *enforcing* them, shows how seldom exemption from their employment would be asked. An opposition to a great public measure for the intellectual, moral, and (D.V.) even spiritual advancement of the nation, based on such grounds, appears to me to be positively *sinful*. Every school which receives aid from public sources ought, on grounds of *civil justice*, to be open to the public, without a pointed violation of conscientious scruples by the enforcement upon *every* child of a church formulary. Indeed, if I am rightly informed, the *practice* of at least half of the National schools is to respect the feelings of Dissenters in this particular; so strongly does the moral sense protest against the fundamental rule of their union which refuses to do so; and as the real interests of the Church are on the side of the more liberal course, I would fain persuade myself that a majority of her clergy will *avow* as well as practise it, and thus enter upon a new era in our moral history—that of the ESTABLISHED SCHOOL.

Unless the Christian profession in England be far more baseless than I believe it, such a plan as that which I have roughly

Difficulty with regard to creeds and catechisms to be terminated by requiring every school which receives public aid, though it may use formularies, not to enforce their use by children of parents who expressly object to them.

Conclusion.

sketched, would, I think, if brought forward by the Government, be cordially supported by a vast majority of the moral force of the country, receive a parliamentary sanction, and become one of the noblest monuments of its promoters. If it were not thus received, its fate would, I fear, bear evidence of fatal divisions among those at present deciding the moral course of the empire, in ignorance or disregard of the rising flood of comparatively mechanical forces, which is threatening to overwhelm them. Virtually it makes an offer to the Christian men and voluntary educationists of England, of the guardianship of the national education, under the necessary supervision of the Government to secure its secular efficiency and moral purity—one which they can scarcely hope to have repeated—and will they refuse it?

Hoping, at all events, that the urgency of the case which these suggestions are designed to meet will plead sufficient excuse for their boldness,

I have the honor to be, &c.,

JOSEPH FLETCHER.

To the Right Honorable

The Lords of the Committee of Council on Education.

**BRITISH, WESLEYAN, AND OTHER DENOMINATIONAL
SCHOOLS.**

Tabulated Reports, in detail, by Her Majesty's Inspector of Schools,
J. FLETCHER, Esq., *for the Year 1850.*

TABLED REPORTS, in detail, for the year 1850, on the British and Denominational Schools, by H. M. Inspector of Schools, J. Fletcher, Esq.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
Birmingham (Baptistian). Boys . . .	1849. 4 Dec.	120	124	123	120	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. General observations; for these see the "general notes," in the same chronological order with these.
Girls . . .		80			80	
West Bromwich (Wes- leyan). Boys . .	5 Dec.	140	148	150	120	
West Bromwich, Carter's green (Independent). Boys . . .		70	20	60	86	1. Seasonal plan; fair. 2. Mixed; good. 3. In large drafts, standing or seated, somewhat as in a National School. 4. Good. 5. Good, but want a complete revision as to their size. 6. Energetic, but too servant of his system, and too little of its effects.—See 24th August, 1850. 1. Various; fair. 2. Irish and other; good. 3. Monitorial; fair. 4. Fair; but require to be used with more energy. 5. Good. 6. Gentle and assiduous, but wanting in vigour and training.—See 29th August, 1850. 1. Glasgow; moderate. 2. Scottish; fair. 3. Practically, in sections or drafts, with a little simultaneous instruction; monitors holding the drafts and the master the sections alternately; next time they see learning their lesson. 4. Good. 5. Superior and improving. 6. A young man of superior energy; fair attainment and great vivacity, which he employs in the steady improvement of his school, which yet, however, wants much to give it completeness; certificated. —See 21st October, 1850. 1. British; fair. 2. British; fair. 3. Monitorial; good. 4. Fair. 5. Fair. 6. Gentle and assiduous.—See 23rd October, 1850.
Etingham (Wesleyan). Boys & Girls . .	6 Dec.	90	60	60	90	
West Bromwich, Hill Top (Wesleyan). Boys . . .	2 Dec.	120	28	23	112	
West Bromwich; Sun- nyside Foundry. Boys . . .	7 Dec.	50			50	1. Glasgow; fair. 2. British and Irish; fair. 3. Changed from Glasgow to monitorial in large drafts, but lower part of school still imperfectly organized, and effect imperfect. 4. Moderate. 5. Want completion. 6. A worthy and willing, but not a strong or very judicious person.—See 22nd October, 1850. } See 24th October, 1850.
Girls . . .		70			70	
Stockport (British). Boys . . .	10 Dec.	110	124	106	118	
Girls . . .		50			50	1. British, with a gallery in class-room. 2. British and Irish; fair. 3. Monitorial, with occasional instruction in large sections. 4. Fair. 5. Fair in upper, and imperfect in some of the lower, classes. 6. A man of energy, but abrupt in manner; certificated. 1. Fair. 2. British; fair. 3. Monitorial; fair. 4. Fair. 5. Imperfect. 6. Wants training.—See October 10, 1850.

Tunstall (Welshes). Boys & Girls	12 Dec.	130	92	109	109	6. A man of humble qualifications, but painstaking, earnest, and improving.—See 3rd October, 1880.
Chirk (British). Boys	14 Dec.	85	.	.	80	1. Glasgow; good. 2. Irish and British; fair. 3. A very judicious combination of drafts and sections. 4. Good. 5. Very good. 6. Of unvaried energy, and great originality; criticised.—See 17th October, 1880.
Nantwich (Welshes). Boys, Girls, & Infants	17 Dec.	110	53	68	120	1. Old fashioned and too cumbersome, but both premises and furniture about to undergo improvement. 2. British; fair. 3. Monitorial; good; in rather enlarged classes. 4. Good. 5. Good; with the result of more efficient instruction, in the two top classes, than in three schools out of four, but not equal in the lower portions of the school. 6. Of superior capacity.
Rodney-street (Welshes). Boys	19 Dec.	150	270	272	200	1. National; good. 2. Christian Knowledge Society; good. 3. In seated squares; fair. 4. Good. 5. Fair. 6. Faithful, but vigorous.—See 24th September, 1880.
Tiverton (British). Boys	21 Dec.	150	75	83	138	1. Glasgow; good. 2. Irish and other; fair. 3. In sections instead of large gallery and very small drafts alternately, as on old Glasgow method, previous to introduction of pupil-teachers. 4. Very good. 5. Completely revised since last inspection, and greatly improved, but wanting further revision. 6. Improved by a year's hard work and hard experience, in obtaining his certificate and drilling the pupil-teachers under a rather severe warning.—See 28th October, 1880.
Tiverton (British). Girls	.	180	.	.	140	1. British; fair. 2. British; fair. 3. Monitorial; fair. 4. Bad. 5. In part good, and in part bad and mistakes. 6. A peculiar man, whose fair attainments and solemn seriousness are a singular blind to want of judgment and defect of single-minded energy.
Tiverton (British). Infants	.	100	.	.	120	1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Fair, but want completion and variety. 6. A very proper young woman, though, I fear, somewhat defective in attainments for the complete education of the pupil-teacher.
Tiverton (British). Boys	21 Dec.	150	75	83	138	1. Infant; fair. 2. Various; fair. 3. Fair; in alternate drafts and sections. 4. Good. 5. Good. 6. Very fairly qualified; but premises bad.
Tiverton (British). Girls	.	120	87	55	115	1. British; good. 2. British; good. 3. Monitorial; good; with drafts, grouped into large classes, for instruction by pupil-teachers. 4. Fair. 5. Good. 6. Of superior education and respect.
Tiverton (British). Infants	21 Dec.	115	29	73	120	1. British, with galleries, &c.; excellent. 2. Abundant and good. 3. Monitorial, grouped into sections. 4. Perfect. 5. Complete. 6. A well-educated person, who gives her whole being to the work; but overtasks her physical resources, which are not above the average.
Elmore (British). Boys & Girls	.	200	80	136	203	1. Plan of Home and Colonial; excellent. 2. Ample and good. 3. In three galleries and numerous reading drafts. 4. Perfect. 5. Complete. 6. Intelligent, unaffected, practised and able.—See 16th November, 1880.
London; British and Foreign Society's Model School, Baring-street.	1880.	500	.	.	600	1. On the plans of the Home and Colonial, and perfectly good. 2. Ample and good. 3. In three sections, and occasionally numerous drafts for reading. 4. Good. 5. Good, and well carried out. 6. A very promising young person, who has just been examined for her certificate before Mrs. Tunhill.—See 16th November, 1880.
London; British and Foreign Society's Model School, Baring-street.	8 Jan.	500	.	.	600	1. Partly British and partly Infant; very good and complete. 2. Partly British and partly Irish; well selected and ample. 3. In five sections, subdivisible into numerous drafts for reading, &c., and very appropriate. 4. Perfect. 5. Complete. 6. A man whose peculiar soundness and perseverance of character have enabled him to overcome all the disadvantages of the want of more early education, and more complete training, and to become one of the best school-masters I know.—See 16th November, 1880.

Tabulated Reports, in detail, for the year 1850, on the British and Denominational Schools—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	Attendance.	
1850.						
Exeter (Wesleyan). Boys.	17 Jan.	100	62	74	105	1. Glasgow; good, and the premises have been greatly improved in regard to offices. 2. Scottish; good. 3. The chief work of the school is now done in four open classes; the top and bottom large, and the two middle ones small. 4. Good. 5. Want completion. 6. Yet wanting in applied judgment.
Carl's.	"	70	18	33	80	1. British; good. 2. British; good. 3. Monitorial; complete. 4. Good. 5. Good. 6. Amiable and intelligent, but wanting greater activity.—See 14th November, 1850.
Stonhouse (Wesleyan). Boys and Girls.	19 Jan.	60	40	50	60	1. Glasgow; fair. 2. Scottish; fair. 3. In large classes, like those of an Edinburgh session; rather than a Glasgow school. 4. Good. 5. Good. 6. Much improved in every respect; certificated.
Infants.	"	30	"	"	34	1. Glasgow; good. 2. Fair. 3. In one large gallery, alternately with small reading and spelling drafts. 4. Good. 5. Fair. 6. Energetic rather than refined.
Liakard (British). Boys.	22 Jan.	180	72	65	120	1. British; fair. 2. British; good. 3. Monitorial; with enlarged classes for pupil-teachers. 4. Fair. 5. Want revision and completion. 6. Energetic, but not refined, or showing sufficient evidence of a thoughtful devotion to his work, in the high finish which his school ought to have with pupil-teachers in it, and himself a certificate.
Infants.	"	50	"	"	52	1. Home and Colonial gallery, &c. 2. Those used in Gray's Inn Road Schools; want more. 3. Alternately in galleries and drafts. 4. Good. 5. Fair. 6. Mistress fairly qualified in every respect.
Girls.	"	50	"	"	50	1. British; fair. 2. British; fair. 3. Monitorial; good. 4. Good. 5. Imperfect. 6. Gentle and willing, but without training.—See 14th November, 1850.
Bedwin (Wesleyan). Boys.	23 Jan.	70	57	57	75	1. Glasgow; good. 2. Scottish; good. 3. Chiefly monitorial, like an Edinburgh school, though still, in part, simultaneous on the Glasgow plan. 4. Good. 5. Fair. 6. Fair attainments, but wanting energy; certificate.—See 25th November, 1850.
Truro (British). Boys.	25 Jan.	180	83	111	190	1. British; good. 2. British; good. 3. In enlarged drafts, in double circles, for pupil-teachers, and a few remaining monitorial drafts at the bottom of the school. 4. Good. 5. Complete, and admirably carried out. 6. A man of great energy, devoted to his school, and even relaxing somewhat of his old habit of northern sternness; certificated.
Girls & Infants.	"	180	80	31	170	1. British; good. 2. British; good. 3. In enlarged classes, monitorially. 4. Fair. 5. Want revision, which will be given. 6. A worthy person, but of a rather early date of education and training. The infant department forms a separate section under an assistant teacher.—See 2nd December, 1850.
Palmouth (British). Boys.	29 Jan.	225	55	82	220	1. British; moderate. 2. British; good. 3. Monitorial, now in enlarged drafts in double semicircles and quadrants to meet powers of pupil-teachers. 4. Good. 5. Good, with the peculiarity of being efficiently worked in a whisper. 6. An exemplary person, who has obtained his certificate, and has nearly eradicated all defects of early want of training.
Girls.	"	50	"	"	45	1. British; moderate. 2. British; good. 3. Monitorial; good. 4. Good. 5. Good. 6. A very proper and intelligent young person, assistant to the master, and endeavouring to qualify herself for the independent management of a school.—See 4th December, 1850.

Constantine (British). Boys	30 Jan.	90	43	61	85	1. British; good. 2. British; good. 3. Monitorial, and occasionally into two sections for object and miscellaneous lessons; good. 4. Fair. 5. Fair, having been completely revised and greatly improved. 6. A man of sufficient attainments, and engaged in a course of improvement upon his old and imperfect methods.
Girls	"	70	37	30	70	1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Fair. 6. An exemplary matron, whose labours, however, will require supplemental aid from the master.—See 5th December, 1850.
Helston (Wesleyan). Boys & Girls	31 Jan.	50	50	51	55	1. Glasgow; good. 2. Scottish; fair. 3. Very little. 4. Very moderate. 5. Imperfect. 6. An old private teacher of superior attainments with whom it is very difficult to become a good public teacher. Certified.—See 6th December, 1850.
Pennance (Wesleyan). Boys & Girls	Feb.	150	110	132	140	1. Glasgow; good. 2. Scottish; good. 3. Complete in sections and drafts, respectively, for different exercises. 4. Good. 5. Complete. 6. A man of genius and enthusiasm in his art; rapidly improving his own education, with a view to his certificate; and losing the conceit arising from youth and working too much by himself.—See 9th December, 1850.
Messchole (Wesleyan). Boys & Girls	4 Feb.	130	6	20	120	1. Glasgow; good. 2. Scottish; good. 3. Alternately in one large gallery and half-a-dozen vigorous open classes. 4. Good. 5. Good. 6. Good and improving.—See 10th December, 1850.
St. Just (Wesleyan). Boys	5 Feb.	80	170	167	108	1. Glasgow; fair. 2. Mixed; moderate. 3. In large classes; fair. 4. Imperfect. 5. Wanting revision. 6. About to leave.—See 12th December, 1850.
St. Ives (Wesleyan). Boys & Girls	6 Feb.	100	"	"	92	1. Glasgow; good. 2. Scottish; good. 3. Alternately in one large gallery, sections for examinations, and drafts for practising in each subject. 4. Excellent. 5. Want a revision. 6. A very worthy and laborious teacher, with some peculiarities.
Infants	"	40	"	"	43	1. Glasgow; good. 2. Glasgow; good. 3. Alternately in one gallery for collective instruction, and numerous little drafts for reading. 4. Good. 5. Want revision. 6. Of ample abilities, which want more correct application by a revision of her methods.—See 11th December, 1850.
Bottoms of St. Loran (Wesleyan). Boys & Girls	7 Feb.	45	"	"	45	1. Glasgow; excellent. 2. Scottish; good. 3. Fair. 4. Fair. 5. Fair. 6. Earnest and improving.—See 12th December, 1850.
Cambarne (British). Boys Girls	8 Feb.	100	"	"	abt 100	1. British; moderate. 2. British; imperfect. 3. Monitorial; fair. 4. Imperfect. 5. Imperfect. 6. Imperfectly educated and untrained.
Plymouth (Public Free). Boys	11 Feb.	370	170	216	365	1. British; fair, and new gallery in classroom. 2. British; good. 3. In enlarged classes, coupled under a pupil-teacher and monitor respectively, and the two thrown together occasionally for collective teaching by the former. 4. Good. 5. Fair, and undergoing further improvement. 6. A person of superior ability, entirely devoted to his work.
Girls	"	200	121	154	170	1. British; fair. 2. Want a grant. 3. British; good, in enlarged classes. 4. Excellent. 5. Complete. 6. Devoted.
London: British and Foreign Baptist's Model School, Dorset-row. Girls	26 Feb.	360	240	250	400	1. British; good. 2. British; good. 3. Monitorial with occasional collective lessons in gallery. 4. Good. 5. Good and complete in drafts; want revision in galleries. 6. An epitome of all the experience of the Lancastrian and British girls' schools thus far, with some young people about her, upon whom it will chiefly devolve to make further advances.—See 5th December, 1850.

Tabulated Reports, in detail, for the year 1850, on the British and Denominational Schools—continued.

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Hawkey-road; Weymouth-terrace. Boys.	1850.	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. General observations; for these see the "general notes," in the same chronological order with these.
	28 Feb.	199	200	260	190	
Girls.	"	148	80	110	150	1. British; good. 2. British; good. 3. In monitorial drafts, grouped, for various purposes, into sections under pupil-teachers; good. 4. Good. 5. Greatly improved in the course of the year, and now good; though they are wanting in finish. 6. A slow, but most persevering and much improving teacher. 7. Monitorial, with sections for collective lessons; good. 4. Good. 5. Completely revised and good. 6. Well-educated, and greatly improved in order and vigour. Certified.
	"	148	80	110	150	
Bachant-Green; Gae-cologne-place. Boys.	1 Mar.	140	164	184	184	1. British; fair. 2. British; fair. 3. Monitorial; complete. 4. Fair. 5. Fair. 6. An unaffected, zealous young man, wanting only a little more energy. 7. Monitorial, with infant gallery; good. 4. Fair. 5. Moderate. 6. Waste training and energy.
Girls & Infants.	"	100	.	.	100	
Lambeth Chapel (West-royal). Boys.	5 Mar.	266	236	286	245	1. Rearranged in three sections; a, two class rooms, with gallery and parallel desks respectively; b, three sets of parallel desks; and c, square-seated desks. 2. British; good. 3. In three sections, each comprising three classes, and these again divided into two classes respectively. 4. Very good. 5. Went into and revised, but general views good. 6. More able in planning operations, than alert and vivid in carrying out their detail; certificated. 7. Monitorial, with sections for collective instruction; good. 4. Good. 5. Fair and improving. 6. Young, fairly educated, and zealous.
Girls.	"	120	129	140	115	
Crompton (West-royal). Boys.	6 & 15 Mar.	380	153	160	270	1. British; in large room, with galleries in class rooms and at one end of large room; good. 2. British; good. 3. In drafts and double drafts and sections; good. 4. Good. 5. Fair, but wants finish. 6. Singular quickness and action; defective in early education, but capable of making boys learn anything, and of teaching himself too. 7. Monitorial, with sections for collective instruction; good. 4. Good. 5. Very fair. 6. Careful and zealous, though not brilliant.
Girls.	"	116	.	.	105	
Limehouse (West-royal). Boys.	11 & 16 Mar.	180	134	144	190	1. British; moderate. 2. British; moderate. 3. Monitorial, with enlarged desks for pupil-teachers, and smaller for monitors. 4. Moderate. 5. Moderate. 6. A fairly-instructed and well-disposed teacher, with some originality, but of defective training; to the deficiencies entailed by which, and the necessity of removing them, it is hard to awaken him; certificated. 7. Monitorial, with sections for collective instruction; good. 4. Good. 5. Very moderate. 6. Young and well-disposed and improving; but of limited training and less experience.
Girls.	"	55	63	43	66	
Canterwell; Leipziger-road (British). Boys.	12 Mar.	160	171	174	155	1. British; good. 2. British; good. 3. Monitorial; complete. 4. Improving. 5. Improving. 6. Improving; certified.
	"	160	171	174	155	

Tabulated Reports, in detail, for the year 1850, on the British and Denominational Schools—continued.

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		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.		
Stoke Newington, Girls.	26 Mar.	63	25	63	70	1850.	1. National plan; good. 2. British and Christian Knowledge Society's; good. 3. In large seated drafts, with a gallery of little ones. 4. Perfect. 5. Fair, but want more of individualization, collectiveness, and activity. 6. A very good young person; quick and refined, rather than energetic; certificated. See general notes.
Boys.		abt. 70			70		
Warshall Walk (Wesleyan), Girls.	2 May	140	63	216	138		1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Good. 6. Formerly the good teacher of the Lambeth Chapel girls' school; then married for some years; and now, through widowhood, returned to her office as a teacher, for which she is eminently qualified in character and endowments, and very fairly in attainments.
Brentford (British), Boys.	3 May	130	76	90	125		1. British; fair. 2. British and Irish; good. 3. In classes, enlarged, with augmented teaching-power of pupil-teachers. 4. Good. 5. Fair, but, except in arithmetic, not finished up to the power of the master and the school generally. 6. An accomplished person, but wanting in quiet concentration to apply all his power to the attainment of their highest results, throughout his school, which is only fair and good, whereas should be excellent.
Girls.		125	70	80	90		1. British; fair. 2. British and Irish, &c.; good. In enlarged classes, in accordance with augmented power of pupil-teachers; good. 4. Very good. 5. Revised and improved throughout. 6. An able, refined, and zealous teacher.
Abington (British), Boys.	3 May	106	70	40	122		1. British; fair. 2. British; fair. 3. Monitorial; fair. 4. Good. 5. Fair in conception, but want a complete revision in application. 6. A very worthy person, who here holds his first school, and is desirous to know his defects that he may remedy them, and advance steadily in the course of duty; he is preparing, and with good promise, for his certificate.
Thamesham (British), Girls.	7 May	100	49	53	100		1. British; good. 2. British; good. 3. Monitorial; complete. 4. Very good. 5. Very fair, but want a revision. 6. A gentle, striving, good person, with fair education, too, but wanting more concentrated energy to apply it.
Wantage (Wesleyan), Boys and Girls.	8 May	85	36	34	88		1. Glasgow; good. 2. British; good. 3. Partly for simultaneous, partly for draft, and partly for individual instruction; good. 4. Good. 5. Good. 6. A gentle, sensible, striving, and improving teacher, steadily removing his defects of early education, and carefully preparing his pupil-teachers and himself for his certificate.
Gloicester (British), Boys.	9 May	264	180	260	295		1. British; good. 2. British; good. 3. Monitorial, with occasional gallery sections. 4. Excellent. 5. Good. 6. Able and zealous; certificated.
Girls.		209	125	134	209		1. British; good. 2. British; good. 3. Monitorial; good. 4. good. 5. Want revision. 6. Able, but not quite so earnest as formerly.
Cheltenham (British), Boys.	10 May	206	159	108	197		1. British; good. 2. British and Irish; good. 3. Monitorial; good. 4. Good. 5. Fair, but want revision, to get a more sustained attention and consecutive progress. 6. Young, active, zealous, and improving, though at present too

See general notes. *					70	1. British; fair. 2. British; fair. 3. Monitorial; good. 4. Good. 5. Fair, but want finish. 6. This is his first British school, and he wants a little more courage and energy; but he has laid a healthy foundation. 1. British; fair. 2. British; moderate. 3. Monitorial; good. 4. Good. 5. Imperfect. 6. Pure of heart, but wanting in training and power.				
Tewkesbury (British). Boys.	13 May	53	24	32	60	1. British; good. 2. British; complete. 4. Good. 5. Want revision and inspiring in all the lower half of the school, finishing everywhere. 6. Apparently a very worthy person, but wanting more sympathy and alertness in the application of his powers; certificated.				
Evesham (British). Boys.	14 May	95	56	56	94	1. British; good. 2. British; fair. 3. Monitorial; good. 4. Good. 5. Good. 6. A person of superior attainments and exemplary bearing.				
Stroud (British). Boys.	15 May	55	8	32	35	1. British; good. 2. British; fair. 3. Monitorial; good. 4. Good. 5. Fair. 6. Young, zealous, and improving.				
Edley (British). Boys.	16 May	80	40	32	80	1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Good. 6. Energetic and improving.				
Banbury (British). Boys.	17 May	120	70	70	124	1. British; good. 2. British; good. 3. Monitorial; moderate. 4. Imperfect. 5. Moderate. 6. Master of sufficient instruction, but wanting in order neatness and methods.				
Guildford (Wesleyan). Boys and Girls.	22 May	64	85	70	65	1. Glasgow plan; very good. 2. Glasgow; good. 3. Alternately in large gallery, and in drafts under unskilled teachers; good. 4. Fair. 5. Want a complete revision, except in master's own teaching of little ones, which is very good. 6. A gentlemanly person, possessing the affections of the children, and managing them very well indeed, while the whole school is under his own hand; but struggling in vain against rising disorder in his classes, and mauling the first object—technical accuracy in his exercises.				
Dakinfield (Factory School). Boys and Girls.	24 May	90	26	33	96	1. Glasgow; good. 2. Glasgow; good. 3. Alternately all in one large gallery, or in many small classes under almost unskilled monitors. 4. Fair. 5. Want a complete revision to attain a genuine collectiveness either in the gallery or the small classes. 6. A very worthy, gentle person, ready to make all the improvements that his school is wanting to ensure a higher success; certificated.				
Fordingbridge (British). Boys and Girls.	28 May	135	70	75	140	1. British; fair. 2. British; fair. 3. Monitorial; fair. 4. British. 5. Want a complete revision. 6. A meritorious person, wanting, however, in higher training, and greater distinctness and firmness of purpose in his school management.				
Downton (British). Boys.	29 May	104	22	30	83	1. British; good. 2. British; good. 3. Monitorial and in sections; good. 4. Very good. 5. Good. 6. Exemplary; certificated.				
Salisbury (Wesleyan). Boys.	30 May	112	100	75	113	1. Glasgow; fair. 2. Scottish; good. 3. In large gallery and large classes; good. 4. Good. 5. Good. 6. An exemplary person, but at present weakened by indisposition; his school has been by partial suspension, through the visitation of cholera last autumn; certificated.				

Tabulated Report, in detail, for the year 1850, on the British and Denominational Schools—continued.

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		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	Attendance.		
					In ordinary		last 12 months.
Romney (British). Boys' ..	1850 31 May ..	50	40	33	49	1. British; good. 2. British; good. 3. Monitorial; good. 4. Fair. 5. Partly good, and partly imperfect. 6. Has instruction, but wants concentration on his duty.	
	" ..	55	60	59	58	1. British; good. 2. British; good. 3. Monitorial; good. 4. Fair. 5. Partly good, and partly imperfect. 6. Has instruction, but wants concentration.	
Carle Castle (British). Boys' and Girls' ..	31 May ..	100	..	..	95	1. British; good. 2. British and Irish; good. 3. Monitorial, with occasional sections; good. 4. Good. 5. Good. 6. An exemplary person, though somewhat cumbered with cases.
Childrey (Wesleyan). Boys and Girls' ..	3 June ..	59	..	..	58	1. Glasgow; good. 2. Scottish and various; good. 3. Alternately in gallery and drafts; good. 4. Very good. 5. Fair and improving. 6. Young and improving.
Blackwood (British). Boys' & Infant Boys' ..	11 June ..	92	19	30	93	1. Good; mixed. 2. Irish, &c.; good. 3. Monitorial; good. 4. Complete. 5. Good. 6. A very worthy and proper person, so far as his character is indicated by the state of the school, and his demeanour in it; certificated.	
Girls' & Infant Girls' ..	" ..	76	12	15	89	1. Bell's plan; good. 2. Various; good. 3. In four classes, besides infant section; good. 4. Good. 5. Fair, but want finish and life. 6. An old private schoolkeeper, with all the merits and defects of her class.	
	12 June ..	124	..	..	130	1. One gallery and two groups of parallel desks; fair. 2. Various, but chiefly British; fair. 3. Little various sized drafts, grouped into sections; good. 4. Very fair. 5. Good. 6. A person of superior capacities and instructions, which he must get more docility, and ardent in applying.
Alton (British). Boys' ..	" ..	75	35	49	70	1. Perfect; fair. 2. British; fair. 3. Monitorial; fair. 4. Good. 5. Fair, but want revision and activity. 6. A young fair-tempered, and stiffening person, who will improve.	
Chesham, Tower-street (British). Boys' ..	14 June ..	400	156	134	198	1. British; fair. 2. British; good. 3. Monitorial, in enlarged drafts, occasionally grouped into sections; good. 4. Good. 5. Fair, but want revision to complete them. 6. A very faithful person of the earliest school of Lancasterian teachers, who has some little indisposition in regard to the assistants which he employs in teaching the youths, as by his certificate.	
	" ..	85	45	31	92	1. British; good. 2. Good. 3. Monitorial, with enlarged classes for pupil-teachers; good. 4. Good. 5. Good, but want revision to keep the habit and practice up to the intensification and progress. 6. Intelligent, gentle, and faithful, but should be required to show more energy and its results.	
Bathurst (Wesleyan). Boys' ..	24 June ..	70	63	98	58	1. Tolerable. 2. Moderate. 3. Monitorial; good. 4. Good. 5. Fair, but want, and will get, revision and vivification. 6. An earnest gentle teacher, of the right manner and spirit; his danger is of injury by over-austerity and over-attention for his own advancement and that of his school equally.	
	" ..	62	49	53	70	1. Good. 2. Good. 3. Glasgow and British; good. It is contemplated to divide the children into two sections, instead of having them all in one, of however dissimilar ages, for the collective instruction. 4. Perfect. 5. Very good. 6. Young, gentle, intelligent, and apparently zealous and improving; certificated.	

1. Desks and Furniture. 2. Behaviour and Appearance. 3. Organisation. 4. Discipline. 5. Methods.

6. Master and Masters. 7. General observations; for these see the "general notes."

In the same chronological order with these.

Gravesend (Wealden). Boys and Girls.	25 June	100	95	75	95	1. Fair. 2. Fair. 3. Alternately all in gallery, or in ill-offered and ill-taught drafts; moderate. 4. Not enough. 5. The general notion is good, but their operation has not been watched with sufficient vigilance. 6. A fairly-taught, fairly-trained, and fairly-qualified person, except for a defect of energy, which does not allow him to apply his qualifications with sufficient vigilance and perseverance, so as to produce their full effect upon the school; certificate.
Severham (British). Girls.	26 June	abt.	55	49	110	1. Good. 2. Good. 3. Monitorial; good. 4. Good. 5. Good. 6. Energetic, yet gentle; systematic, yet not harsh.
Gamberbury. Boys.	27 June	abt.	150	150	150	1. British; good. 2. British; fair. 3. Monitorial; good. 4. Good. 5. Good. 6. Young and able.
Gamberbury. Girls.	"	abt.	90	"	90	1. British; good. 2. British; fair. 3. Monitorial; moderate. 4. Imperfect. 5. Imperfect. 6. Wants power in every respect.
Brighton Union. Boys.	2 July	120	33	36	84	1. British; good. 2. British; fair. 3. Monitorial; good. 4. Very good. 5. Good. 6. Able and zealous.
Brighton Union. Girls.	"	120	33	36	84	1. British; good. 2. British; fair. 3. Monitorial; good. 4. Good. 5. Want revision. 6. Devoted, business vigorous.
Bechtow, Upper Ed- ward-street. Boys.	2 July	120	96	116	148	1. British; fair. 2. British; fair. 3. Partly in sections for collective instruction, and partly in monitorial drafts; good. 4. Good. 5. Good, but want finish and neatness of application. 6. A clear mathematical intellect and high educational ambition, but wanting in a more affectionate devotion to the humbler, but not less precious, duties of his class.
Hastings (British). Boys.	3 July	abt.	110	"	110	1. British; good. 2. British; fair. 3. Monitorial; good. 4. Fair. 5. Fair. 6. Active and improving.
Hastings (British). Girls.	"	70	"	"	70	1. British; fair. 2. British; fair. 3. Monitorial; fair. 4. Fair. 5. Moderate. 6. Wants energy.
Staplecross (Wealden). Boys.	3 July	80	25	59	76	1. Good. 2. Good. 3. Partly in collective sections, and partly in monitorial classes; good. 4. Good. 5. Good and improving. 6. An exemplary, kind, gentle, zealous person; certificate.
Eye (Wealden). Boys & Girls.	4 July	58	27	30	72	1. Good. 2. Good. 3. In various sized classes, according to capacities of teachers and attainments of children; good. 4. Good. 5. Fair; but want revision and finish throughout. 6. Young and energetic, but wanting in tact to make his powers tell to the best advancement of the children.
Dover. Boys.	5 July	abt.	38	40	107	1. British; fair. 2. British; imperfect. 3. Monitorial; good. 4. Fair. 5. Good. 6. Vigorous, earnest, and able.
Dover. Girls.	"	38	30	41	36	1. British; fair. 2. British; moderate. 3. Monitorial; fair. 4. Fair. 5. Imperfect. 6. Weak for such a post.
Folkestone. Boys.	5 July	150	"	"	150	1. British; fair. 2. British; fair. 3. Monitorial; good. 4. Fair. 5. Fair. 6. Young and improving.
Folkestone. Girls.	"	100	"	"	100	1. British; fair. 2. British; fair. 3. Monitorial; fair. 4. Fair. 5. Imperfect. 6. Wants tact and vigour.
Mald (British). Boys & Girls.	15 July	abt.	105	140	210	1. Good. 2. Good. 3. Monitorial, enlarged drafts for pupil-teachers, and occasional sections for collective instruction in language applied to objects; peculiarly appropriate, as four-fifths of the children are purely Welsh learning English. 4. Fair. 5. Fair; want of revision to finish them, and give them greater activity. 6. An exemplary and persevering person, though of only average energy; certificate.
Ruthin (British). Boys.	16 July	90	63	149	90	1. Good. 2. Good. 3. Monitorial, with enlarged drafts for pupil-teachers; good. 4. Good. 5. Fair; but want keeping up to the scheme on which they are based. 6. A native of Ireland, of sufficient scholarship, but never properly trained, and who, therefore, enters upon his task under great disadvantages; certificate.
Ruthin (British). Girls.	"	80	"	"	80	1. British; good. 2. British; moderate. 3. Monitorial; fair. 4. Good. 5. Imperfect. 6. Untrained.
Denbigh (British). Boys & Girls.	17 July	100	48	78	110	1. Good. 2. Fair. 3. Alternately in large gallery and little drafts; wants revising. 4. Good. 5. Want a complete revision; but good according to training. 6. A very fairly educated and well-qualified teacher.

Tabulated Reports, in detail, for the year 1850, of the British and Denominational Schools—continued.

NAME of School.	Date of Inspection.	No. of Children.				OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
Lixwin (British). Boys & Girls.	1850. 17 July	90	80	50	95	1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. General observations; for these see the "general notes," in the same chronological order with these.
Roe Wen (British). Boys & Girls.	18 July	110	93	96	128	1. Fair. 2. Fair. 3. Monitorial; good. 4. Fair, but wants revision. 5. Fair and active. 6. Active, fairly instructed, zealous, and qualified to meet the difficulties of a remote situation.
Banger (British). Boys.	19 July	200	114	149	200	1. Good. 2. Good. 3. Monitorial; very good. 4. Excellent. 5. Good. 6. A zealous, intelligent, and improving person.
Girls.	"	160	80	91	170	1. Good. 2. Good. 3. Monitorial, with enlarged classes for pupil-teachers, and sections for collective instruction; good. 4. Very good. 5. Good. 6. Exemplary; certificated.
Marian Girls (British). Boys & Girls.	22 July	150	20	60	150	1. Good. 2. Good. 3. Monitorial, alternated with sections for collective instruction. 4. Excellent. 5. Complete. 6. A person of excellent character, superior energy, and sufficient education; certificated.
Llanthyddall (British). Boys & Girls.	28 July	55	44	23	70	1. Fair. 2. Moderate. 3. Monitorial; good. 4. Moderate. 5. Want revision throughout. 6. Has abilities, but is unsettled, and about to remove, and their proper effect is not seen in the lower body of the school.
Holyhead (British). Boys.	24 July	170	148	323	173	1. Fair. 2. Fair. 3. Monitorial; good; with enlarged classes for pupil-teachers. 4. Good. 5. Good. 6. A striving person, zealous and self-improving, though of moderate attainments.
Girls.	"	75	178	251	75	1. Good. 2. Good. 3. Monitorial; good. 4. Good. 5. Good. 6. Systematic, persevering, and indefatigable, though a little over-irritable, and rather too Welsh in idiom; certificated.
Tre and Portmadoc. Boys & Girls.	29 July	120	65	195	120	1. Good. 2. Good. 3. Monitorial; good. 4. Fair. 5. Good in reading drafts; want revision throughout elsewhere. 6. Has capacities, but they want exerting with greater vigour and exultation in self-improvement and in the advancement of the school.
Penrhyn den Drach (British). Boys & Girls.	26 July	55	43	37	50	1. Those nearly of a good modern National-school, with one group of parallel desks, and the remainder of the space occupied by large square-seated classes. 2. Good. 3. In large classes, alternately seated in squares standing in circles, or seated at the group of parallel desks; on a very good system of rotation in all their exercises. 4. Very good. 5. Very good. 6. Young, zealous, and improving both himself and his school; he is eminently qualified for his office notwithstanding the Welsh idiom with which he writes English.
Festiniog Quarries (British). Boys & Girls.	27 July	45	.	.	58	1. Imperfect. 2. Fair. 3. Monitorial; good. 4. Good. 5. Very good. 6. Exemplary in every respect; the remoteness of his situation alone occasioning his English yet to exhibit traces of Welsh idiom.

Rugby (Cavan). Boys & Girls	28 Aug.	90	13	50	93	1. Good. 2. Good. 3. In three sections, and about one-third in larger sections and in another set of classes, for arithmetic and writing; very good. 4. Very good. 5. Excellent, all the deficiencies of his original plans having been supplied. 6. A very promising, active, and, I believe, worthy young man; certificated.
Infants	"	80	"	"	80	1. Fair. 2. Fair. 3. In one gallery, too full; alternated with many little drafts, some of them too small, but this will be improved. 4. Fair. 5. Want a revision, which she is prepared to give. 6. An exemplary person in every respect, except a want of more finished methods, which she is bent on supplying.
Birmingham (Unitarian Domestic Mission). Boys	28 Aug.	110	66	106	116	1. Seasonal; fair. 2. Irish and various; good. 3. In large monitorial classes, but with increased power; should be in larger sections and smaller drafts. 4. Good. 5. Good, except in the lower third of the school. 6. Energetic and improving.
Girls	"	80	113	102	70	1. Seasonal; fair. 2. Irish and various; good. 3. Monitorial; good, for the school's present resources. 4. Good. 5. Fair and improving. 6. Gentle and good, but wanting in training, and consequently in energy.—See 4th December, 1859.
Birmingham and Edgbaston (Industrial). Girls	30 Aug.	64	39	45	79	1. British; good. 2. British; good. 3. Monitorial; good, for the school's present resources. 4. Good. 5. Good. 6. Managing well, and qualified to take pupil-teachers.
Tulgarth (British). Boys & Girls	2 Sept.	"	"	"	"	Dispersed for the harvest holidays.—See general notes.
Malins (British). Boys	3 Sept.	105	66	66	100	1. Good. 2. Good. 3. Monitorial; with enlarged classes for pupil-teachers; good. 4. Fair. 5. Good; but want more fully and vigorously carrying out in the lower body of the school. 6. An exemplary person in disposition, and qualified in attainments; his defect is of more applied energy; certificated.
Girls	"	100	90	110	120	1. British; with a gallery in addition, at one end of the room. 2. Good. 3. Monitorial; fair. 4. Good. 5. Want revision, which is promised with unaffected zeal. 6. A very proper mistress, though not a sufficiently trained teacher. The master of the boys' school should be required to see to the management of this also, as regards its intellectual exercises.
Cardiff (Welshman). Boys	4 Sept.	95	70	64	98	1. Good. 2. Good. 3. In three sections, subdivided into smaller classes; good. 4. Good. 5. Good. 6. An able and well-disciplined teacher.
Girls	"	50	"	"	50	In only a provisional state.—See general notes.
Bridgend (Welshman). Boys & Girls	5 Sept.	87	30	60	80	1. Good. 2. Good. 3. Alternately in one large gallery, and many small classes; the former too large. 4. Good. 5. Fair in the small classes, and imperfect in the use of the large gallery, in which half the children are virtually inefficient. 6. An earnest, unaffected, and improving teacher, who will keep pace with the pupil-teacher work which he proposes to undertake.
Mansel (British). Boys	5 Sept.	abt. 100	90	93	95	1. British, with one gallery for little ones; good. 2. Fair. 3. Monitorial; good, as a whole; but more efficient use should be made of pupil-teachers, and a sectioning of the school be made accordingly. 4. Inferior. 5. Fair; but not well carried out in the body of the school. 6. Willing, young, and improving; but wanting in higher energy, and a spirit of more finished order.
Girls	"	100	106	103	100	1. British, with a gallery for little ones; good. 2. Fair. 3. Monitorial and good. 4. Good. 5. Good. 6. Active and zealous, and a good manager, but wanting more self-cultivation.

Tabulated Reports, in detail, for the year 1850, on the British and Denominational Schools—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				Remarks.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
Swansea (British). Boys.	1850.					
	6 Sept.	150	119	153	160	1. British; good. 2. Monitorial; with enlarged classes for pupil-teachers. 4. Excellent. 5. Good in mechanism, but they want vivifying by a distinct logical purpose. 6. An extraordinary specimen of the oldest Lancastrian school, who will bring up some excellent youths, but will place before them too much of a model of work.
Girls.	"	110	107	87	120	1. British; fair. 2. British; good. 3. Monitorial. In the enlarged classes for pupil-teachers, the former chief sections for collective teaching; good. 4. Good. 5. Fair; but want mingling with more quiet and searching work. 6. Gentle, willing, and fairly instructed, but wanting in the more concentrated energy which years would probably bring.
Sketty.	9 Sept.	66	21	31	80	1. Good. 2. Good, and well selected. 3. Alternately in two galleries, and numerous drafts. 4. Perfect. 5. Good throughout, and want only a little finish. 6. A very proper young woman who has taken up the methods of the House and Colonial at second hand but very creditably.
Singleton.	9 Sept.	abt.	abt.	abt.	abt.	A model dame school.—See general notes.
Hafod; Copper Works. Boys.	10 Sept.	abt.	abt.	abt.	185	1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Good. 6. Zealous and qualified.
Girls.	"	167	167	167	167	1. British; good. 2. British; good. 3. Monitorial; fair. 4. Moderate. 5. Imperfect. 6. Too imperfect.
Infants.	"	202	202	202	202	1. One large gallery and numerous forms; fair. 2. Various; good. 3. In two sections, alternately, with numerous drafts; fair. 4. Good. 5. Fair. 6. A very fairly qualified mistress.
Maselly; Copper Works. Boys.	11 Sept.	120	143	136	120	1. British, with a gallery in the class-room; good. 2. Good. 3. In monitorial drafts, occasionally grouped into three sections; good, except that the preservation of the same drafts for arithmetic as for reading is of dubious propriety. 4. Good. 5. Good. 6. Has completely revised his own methods and habits with the best effect; and is a valuable teacher.
Girls & Infants.	"	abt.	33	74	80	1. Fair. 2. British and Christian Knowledge; fair. 3. Chiefly in monitorial classes; fair. 4. Fair. 5. Imperfect. 6. Intelligent; but wanting more complete training.
Carmarthen (British). Boys.	12 Sept.	50	50	50	50	This school is in merely a provisional state.—See general notes.
Marberth (Welsh). Boys.	12 Sept.	25	68	59	28	1. Decks around; good. 2. Fair. 3. Monitorial; good. 4. Good. 5. Good. 6. Gentle and painstaking, though depressed by want of better opportunities and encouragement.
Pembroke Dock (British). Boys.	13 Sept.	170	98	118	185	1. Good. 2. Good. 3. Alternately in small drafts and large sections; the former chiefly for reading and arithmetic; the latter for diction, grammar, and geography; good. 4. Very good. 5. Very good. 6. Apparently a judicious and active teacher, and a very worthy person.
Girls.	"	130	65	1125	1140	1. Good. 2. Good. 3. Likes that of the boys' school; good. 4. Excellent. 5. Good throughout. 6. An exemplary mistress.

OBSERVATIONS. I

1. Decks and Furniture. 2. Books and Apparatus. 3. Organisation. 4. Discipline. 5. Methods. 6. Master and Mistress. 7. General observations; for these see the "general notes," in the same chronological order with these.

Llandover (British). Boys & Girls.	17 Sept.	143	87	51	122	1. Very good. 2. Good. 3. Monitorial; complete. 4. Fair. 5. In the reading-classes good; but want higher finish in the rest of them; and the same may be said of those in the teaching of geography and grammar; while the arithmetic classes require reconstruction. 6. Peculiar through want of a proper training; but exhibiting great power in re-seeing himself from the defects which this want has entailed upon him.
Pemal and Tŷ-ŷŷŷ (British). Boys & Girls.	18 Sept.	abt. 40	36	92	52	1. Good. 2. Good. 3. Monitorial; good. 4. Fair. 5. Good. 6. Appears to me to be an exemplary person, only that his idiom is still too Welsh; scrutinized.
Dolgelly (British). Boys.	19 Sept.	60	90	160	60	1. British, in several groups, with a gallery. 2. Various; fair. 3. Virtually in two schools (upper and lower), with little authoritative organization. 4. Well-designed; but not, as yet, well carried out. 5. Of sufficient ability and attainments, but insufficient training in system, methods, and order, which he will make every effort to supply.
Dyffryn (British). Boys & Girls.	20 Sept.	110	43	155	112	1. Good. 2. Good. 3. Monitorial; good. 4. Good. 5. Fair; and want only finish. 6. An exemplary zealous teacher, but of incomplete training, and too purely local experience.
Bort Me-Joc (British). Infants.	23 Sept.	abt. 25	.	.	25	See general notes.
Llangollen (British). Boys & Girls.	27 Sept.	abt. 80	80	.	abt. 80	See general notes.
Chirk (British). Boys.	28 Sept.	86	58	30	93	1. Good. 2. Good. 3. British; in enlarged classes; good. 4. Good. 5. Good. 6. Has capacities and energy; but wants more gentle and lively warmth in the pursuit of his labour.
Owcestry (British). Boys.	1 Oct.	abt. 70	.	.	80	Will be reported by the church school inspector, who has placed pupil-teachers in it.—See 14th December, 1849.
Wrexham (British). Boys.	1 Oct.	abt. 75	130	120	90	See general notes.
Middlewich (Wesleyan). Boys & Girls.	3 Oct.	abt. 40	.	.	46	1. British; fair. 2. British; moderate. 3. Monitorial; imperfect. 4. Imperfect. 5. Imperfect. 6. Active and intelligent, but untrained.
Oyst. Laps. Winsford (Wesleyan). Boys & Girls.	3 Oct.	71	44	45	78	1. Fair. 2. Fair. 3. Scarcely any required; but what there is, good. 4. Good. 5. Fair. 6. A young mistress untrained, but with some knowledge of the Glasgow system; aided by a youth, her nephew.
Northwich (Wesleyan). Boys & Girls.	4 Oct.	60	48	42	82	1. Fair. 2. Fair. 3. In drafts and sections alternately; good. 4. Excellent. 5. Fair; and want only a little higher finish. 6. A singularly laborious and successful, though not gifted teacher.—See 11th December, 1849.
Runcorn (Wesleyan). Boys & Girls.	4 Oct.	55	98	100	115	1. Glasgow; fair. 2. Scottish; good. 3. In sections and classes of various sizes; good. 4. Good. 5. Good. 6. Devoted and able.
Infants.	130	.	.	.	133	1. Good. 2. Good. 3. In sections, subdivisible into drafts; good. 4. Moderate. 5. Fair in design, but not sufficiently well carried out. 6. The newly-appointed teacher an educated and gentle person.
						1. Glasgow; fair. 2. Various; fair. 3. Incomplete, between gallery for all and ill-constructed drafts. 4. Moderate. 5. Incomplete. 6. Educated, but with imperfect methods.

Tabulated Reports, in detail, for the year 1850, on the British and Denominational Schools—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.				OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In Attendance last 12 Months.	
1850.						
Tintwistle (British). Boys & Girls.	8 Oct.	110	25	80	123	1. British; good. 2. British; good. 3. Monitorial with an infant system; good. 4. Fair. 5. Good; but want higher finish and activity. 6. A faithful, striving teacher, but wanting in alertness and analytical power.
Dukinfield; Factory. Boys & Girls.	9 Oct.	150	284	291	213	1. British; mainly good. 2. British and Irish; fair. 3. Monitorial; good. 4. Good. 5. Good, and well carried out. 6. Gentle, firm, fairly educated, and improving.
Stockport (British). Boys & Girls.	10 Oct.	83	132	161	108	1. British, with a class-room in gallery. 2. British; fair. 3. Monitorial; with enlarged classes for pupil-teachers. 4. Good. 5. Good, though better in the reading than in the other classes. 6. Hasty as well as zealous, and about to leave; certificated.—See 10th December, 1849.
Macclesfield (British).	11 Oct.	.	.	.	.	See general notes.
Tunstall (Wesleyan). Boys.	17 Oct.	130	115	133	130	1. Glasgow gallery, and miscellaneous desks and benches of Sunday school; good. 2. Scottish; fair. 3. Into sections, sub-divided into drafts; good. 4. Fair. 5. Good; and employed with activity. 6. Apt to teach and to learn, and, therefore, improving; but yet labouring under some deficiencies; certified—See 12th December, 1849.
Barton-on-Trent (Baptist). Boys.	18 Oct.	147	.	.	150	1. British, with one gallery in class-room; good. 2. British; good. 3. Monitorial; in enlarged classes for pupil-teachers, and these grouped into three sections for collective instruction; good. 4. Perfect. 5. Good, and want only more active carrying out. 6. Not a person of early education, but of sound principles, vigorous mind, and persevering industry, which are overcoming all obstacles.
Girls.	"	80	.	.	80	See general notes.
West Bromwich (Wesleyan). Boys & Girls.	21 Oct.	140	.	.	150	1. Glasgow; fair. 2. Scottish; fair. 3. Alternately in gallery sections and monitorial drafts; wants completion. 4. Fair. 5. Good in design, but wants accuracy in application. 6. Able, zealous, and improving; certificated.
Infants.	"	80	.	.	100	1. Glasgow; fair. 2. Various; fair. 3. Alternately in one large gallery, and small monitorial drafts; the former should form two gallery sections. 4. Fair. 5. Want revision. 6. Well-educated, zealous, and improving.—See 5th December, 1849.
West Bromwich; Hill Top (M.B.). Boys.	22 Oct.	130	54	67	153	1. Glasgow; fair. 2. Various; fair. 3. Chiefly in enlarged monitorial drafts, occasionally thrown altogether into the large gallery; defective. 4. Fair. 5. Fairly designed, but require to be carried out with more zeal and accuracy. 6. Faithful instructed, and devoted to the work, but not employing first-rate energy.—See 7th December, 1849.
Girls & Infants.	"	120	34	39	12	1. Glasgow; fair. 2. Various; fair. 3. In two sections, and numerous drafts for more technical exercises; good. 4. Good. 5. Fair and improving. 6. Zealous, methodical, and effective in primary instruction.

Bilston (Wesleyan). Boys' & Girls' . . .	22 Oct.	abt. 80	.	90	1. Glasgow; fair. 2. Various; fair. 3. In sections and drafts; good. 4. Fair. 5. Want revision. 6. Certificated and active.
West Bromwich, Carter's Green (Independent). Boys' . . .	23 Oct.	100	.	100	1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Fair. 6. Gentle and assiduous.
Girls' & Infants' . . .	"	120	.	120	1. Chiefly Home and Colonial; good. 2. Various; good. 3. Alternately in drafts and galleries; sections; good. 4. Good. 5. Good. 6. I believe her to be well qualified.—See 3th December, 1849.
Ettingshall (Wesleyan). Boys' & Girls' . . .	23 Oct.	60	90	90	1. Glasgow; good. 2. Scottish; fair. 3. In sections, subdivisible into drafts, and occasionally thrown together into sections. 4. Fair. 5. Fair, but yet want higher finish and more correct use. 6. Fairly educated and careful, though comparatively wanting in energy.—See 6th December, 1849.
West Bromwich: Sum- mit Foundry (British). Boys' . . .	24 Oct.	75	25	70	1. Glasgow; fair. 2. Irish and various; good. 3. Monitorial; good, for the school's present resources. 4. Good. 5. Good, as a whole. 6. Young, energetic, and promising of self-improvement.
Girls' . . .	"	80	52	84	1. Glasgow; fair. 2. Irish and various; good. 3. Monitorial; good, for the school's present resources. 4. Excellent. 5. Excellent. 6. Fairly educated, and constantly improving.
Banbury. Boys' . . .	25 Oct.	abt.	130	130	1. British; good. 2. British; good. 3. Monitorial; good. 4. Fair. 5. Good. 6. Young, qualified, and improving.
Girls' . . .	"	90	.	90	1. British; good. 2. British; good. 3. Monitorial; good. 4. Good. 5. Moderate. 6. With every capacity to im- prove, but wanting in training.—See 17th May, 1849.
Nantwich (Wesleyan). Boys', Girls', & Infants' . . .	28 Oct.	180	75	141	1. Glasgow galleries and desks; good. 2. Irish chiefly; fair. 3. In four sections of about 45 each, severally sub- divided into two classes, and these again into two drafts; good. 4. Fair. 5. Well designed; but wanting more neat and correct application. 6. Master of sufficient education and energy; and mistress of infant of peculiar tact; certifi- cated.—See 17th December, 1849.
Audley (Wesleyan). Boys' & Girls' . . .	29 Oct.	85	.	106	1. Glasgow gallery, and Sunday school furniture, various; fair. 2. Scottish; good. 3. In sections subdivisible into smaller drafts; good. 4. Moderate. 5. Fair; but want revision and nearer application. 6. Wanting in a higher spirit of order.
Burslem (Wesleyan). Boys' . . .	30 Oct.	80	.	80	1. Miscellaneous and fair; but rooms in course of erection will have graduated desks, galleries, and every other modern convenience. 2. Scottish; good. 3. In four divisions, with a subordinate division into drafts. 4. Fair. 5. Revised, and good; but require more kindly and finished use. 6. Has made considerable effort since the date of my last visit.
Tean (British). Boys' . . .	31 Oct.	87	36	43	1. British; desks grouped; and two class-rooms, one with a gallery, and the other surrounded by desks. 2. Irish Com- missioners and British; good. 3. Good; in four large classes formed with reference to general attainments; and the top and bottom at present, more especially under the master's own care. 4. Good. 5. Completely revised; good, and well employed. 6. Energetic, able, and improving.
Girls' . . .	"	abt.	50	abt	These were inspected more hastily. See general notes.
Infants' . . .	"	80	.	80	

APP. II.

APPENDIX II.

General Notes on Schools visited in the Thirteen Months from the Week ended 24th November, 1849, exclusive, to the Week ended 28th December, 1850. inclusive.

* The figures indicate the numbers in ordinary attendance, except those following the letters P. T. and S. M., which indicate that the best qualified children to that number have been admitted as pupil teachers or secondary monitors, though probably only at the visit of inspection recorded with this fact. For special notes upon each feature of the school management see the preceding Tabular Reports.

Birmingham. 4th DECEMBER, 1849.—*Birmingham Unitarian Domestic Mission Society's School.* (Boys, 120, P.T. 2; Girls 80.) The boys' school is organized in large circulating classes, on the Edinburgh Sessional plan, and exhibits great activity, but no remarkable or equal progress. The girls' school is organized in smaller monitorial classes, on the British System, and is much superior to it in tone and in equability of progress. Both teachers want higher training, but are young and improving. See 29th August, 1850.

Paradise St., West Bromwich. 5th DECEMBER.—*West Bromwich, Paradise-street, Wesleyan.* (Boys and Girls 120.) The instruction of the master is clear, energetic, and effective; and he is making a judicious reorganization of the school and modification of his methods, which yet, however, requires completion to give neatness to all the exercises, and a just economy of time. It was to report with reference to his augmentation grant that I visited the school. See 21st October, 1850.

Carter's Green, West Bromwich. 5th DECEMBER.—*West Bromwich, Carter's Green, B.S.* (Boys 86.) This school, attached to the Independent Chapel, is entirely redeemed from its former disorder, and the children now appear to be in good tone and discipline, and making fair progress for their ages, which range very young. See 23rd October, 1850.

Ettingshall. 6th DECEMBER.—*Ettingshall, Wesleyan.* (Boys and Girls 90, P.T. 1.) This is an average Wesleyan school, under a teacher trained at Glasgow, but using in part also the monitorial system: it admits of considerable improvement, by better discipline and methods in its monitorial classes, and by reducing the indiscriminate answering in the simultaneous teaching. See 23rd October, 1850.

Hill Top. 7th DECEMBER.—*Hill Top, Wesleyan.* (Boys 112, P.T. 2.) This school has been completely reorganized in six classes, nearly on the Edinburgh Sessional plan, which are alternately under instruction by the teacher and pupil-teachers, and learning (or supposed to be learning) lessons from books. But the amount of disorder and inattention, in the lower classes especially, is very great, and they are not wholly absent even when the classes are under instruction. This is another instance of a complete change from the Glasgow to the monitorial plans, when the teacher has not been trained to the latter, being unsuccessful; for although there is a considerable amount of technical progress in the upper classes, the general state of the school is not what it ought to be, with the amount of teaching power which it possesses. See 22nd October, 1850.

Summit Foundry, West Bromwich. 7th DECEMBER.—*Summit Foundry, West Bromwich, B.S.* (Boys 50, Girls 70.) See 24th October, 1850.

Stockport. 10th DECEMBER.—*Stockport, B.S.* (Boys 118, P.T. 2; Girls 50.) The boys' school has more than doubled its number in the past year, and has considerably advanced in efficiency, but more should yet be done for its lower sections by the general diffusion of its teaching power, and the completion of its

methods; the condition of the lower half of the school not being above that observed in an unaided British School. The peculiar circumstances of the place militate against rapid improvement, but this affords only a stronger argument for exertion. The girls' school is temporarily in the hands of a gentle and intelligent, but imperfectly trained teacher, under whom it is in good order, but not in high condition. See 10th October, 1850. APP. II.
Stockport.

11th DECEMBER.—*Over Lane, Wesleyan.* (Boys and Girls 75, Over Lane, S.M. 1.) This humble school shows decided improvement, and has a full claim to the aid of stipendiary monitors, which is sought for it, though it is impossible to bring it within the terms of any higher form of assistance. See 3rd October, 1850. Cheshire.

12th DECEMBER.—*Tunstall, Wesleyan.* (Boys and Girls and Infants 109, Tunstall. P.T. 3.) This still continues to be the best school that I know of its class, under the circumstances, in its realization of the purposes of education, as well as instruction, by a judicious combination of collective with draft teaching, in good methods. Its elaborate scheme of duty, described in Appendix III, appears to be faithfully and efficiently carried out with a personal activity and logical acuteness that are equally satisfactory.

14th DECEMBER.—*Chirk, B.S.* (Boys 80, P.T. 2; Girls, about 80.) The Chirk boys' school (which only it is that I visit officially) has made due progress in the year in every branch of ordinary elementary instruction, and is one of superior energy, but it yet wants rather more activity in its middle classes, a readier sympathy with the teacher in its upper, and more specific training for the faculties of the "little ones," for which greater space and accommodation is about to be provided by its liberal patron, Col. Biddulph, who has it in contemplation to enlarge the school-house. The girls' school (which is in connexion with the National Society, and occupies separate premises), is superior to the boys' in tone, and though the lowest of its five classes, for want of more space, is deficient both in organization and method, and the next above it consequently shows only part of the children to be mentally awakened, yet the middle class is fair, the next higher good, and the top one admirable in every respect, owing much, I apprehend, to the personal zeal and solicitude of the clergyman and his lady. See 28th September, 1850.

17th DECEMBER.—*Nantwich, Wesleyan.* (Boys and Girls 120, P.T. 2.) Nantwich. This school has been judiciously reorganized in three sections, variously conducted by the master and his two pupil-teachers; and a fourth, which is the infant section, is exceedingly well conducted by his wife, with the occasional aid of tiny monitors of singular liveliness and skill for their years, changed rapidly and cheerfully from class to class, to keep them from forgetting their little duties, and incontinently playing with their schoolfellows out of the appointed time. The methods of the upper sections are well designed, but want revision and completeness; the mutual correction running into perpetual interruption of the sense of the reading, and the collective instruction running forward too hastily upon the answers of the cleverer children; nevertheless, the whole school, although virtually interrupted for several months by the cholera, and the change of at least two-thirds of the children, has an entirely new and vigorous life, well brought out by judicious improvements in the writing and arithmetic, and yet further by the extensive introduction of some simple elements of mensuration. See 28th October, 1850.

19th DECEMBER.—*Radnor-street, City-road, B.S.* (Boys 200, P.T. 5; Radnor-st., Girls 140, P.T. 3; Infants 120.) City-road. The boys' school is in much lower condition than I ever before saw it, there being a great devotion to systems, but no instruction worthy of the name, and but little even of order, in any class below the few in which the pupil-teachers are engaged, with very imperfect results; the highest boy in the school (not paying *6d.*) stating that the Thames runs into the Black Sea, Dead Sea, White Sea, Baltic, &c.—The girls' school exhibits throughout the sense of duty and of order which is entirely wanting in the boys'. The arithmetic is very well managed, and although the classes

APP. II.
City Road.
Tiverton.

require throughout a vigilant revision, this is a good school in tone and management, and a respectable one in teaching. The infants' school is very nicely managed, but still occupies an unfit underground room.

21st DECEMBER.—*Tiverton, B.S.* (Boys 158, P.T. 6; Girls 115, P.T. 4; Infants 240, P.T. 6.) The progress made by this admirable group of schools, (provided and supported wholly by the liberality of John Heathcoat, Esq., M.P.) for the borough, as those of Bampton-street and Elmore, below mentioned, are by his son-in-law Ambrose Brewin, Esq., is still onward, and they present a complete model of popular education of the highest character, in Christian tone not less than in intellectual vigour, sound discipline, and correct methods. The middle sections of the girls' and infants' schools respectively, which afford the best test of the qualities of such institutions, are the most perfect in management, and in a thoroughly sound cultivation, devoid of all improper excitement, that I have ever seen, and the highest sections of all the schools are relatively about equal. I would still continue to suggest, however, that the lower half of the boys' school, occupying the large room, should have its whole scheme of study in arithmetic, geography, and collective lessons revised, with a view to the completeness of the whole course of training, rather than be allowed to hang back in mere monitorial drafts, merely preparing for the higher, to which a large portion of the children never attain. It is already a good specimen of *instruction*, but it would then afford a model of *education*, which it will not until the teacher regards it from the point of view afforded by the highest section of the infant school, and makes a distinct scheme for a further course, which shall not disregard the previous training, but recognise, correct, and expand it, by successive steps, however interrupted these may occasionally be by the influx of the wholly untrained. See 10th November, 1850.

Bampton St.,
Tiverton.

Bampton-street, Tiverton, B.S. (Infants 120, P.T. 3.) This school has recently changed teachers, and is now in the charge of one of good education and training, quite capable to take charge of pupil-teachers, and promising to maintain its high character. See 16th November, 1850.

Elmore.

Elmore, B.S. (Boys and Girls and Infants 203, P.T. 5.) This school is making steady and vigorous progress, and is now one of the most interesting and instructive, as well as peculiar, under my inspection. It is a school for children of every age and both sexes, who are divided into five sections, two "infant" and three "juvenile," not entirely according to age, but, in a great degree, with respect to proficiency. In these three sections of the "juveniles" are comprised seven classes of from 20 to 25 children each, three of which are under the three pupil-teachers, as the two will now be under two others, each aided by a monitor, who holds one-half of the class as a separate draft under his superintendence, for the more technical parts of instruction, whether in reading or in arithmetic, for which latter the classes are, however, entirely reconstructed. Each of the three upper sections forms a separate assembly in gallery for collective instruction by the pupil-teachers, under instruction by the master, and occasional criticism by the other pupil-teachers and their assistants, while the infants are well managed by a young female assistant and monitor, who, in their respective departments, are perfect teachers. The pupil-teachers are removed at intervals from one section to another, in such manner that they shall become sensible that it is no degradation, but rather an honour, to teach well the younger; but the time of their prospective removal is kept from them, lest its approach might be a temptation to relax into apathy. The religious instruction is given chiefly by the master himself, in a stated course, and the results of the general discipline are very gratifying, in every respect, upon the children, and even upon the character of the whole neighbourhood, unlimited, yet judicious aid, being supplied by the patron of the school, Ambrose Brewin, Esq. See 16th November, 1850.

British and
Foreign
Society's Model
Schools,
Borough-road,
Southwark.

8th JANUARY, 1850.—*London: Model Schools of the British and Foreign Society, Borough-road, Southwark.* (Boys 600, P.T. 13.) The pupil teachers in this school have acquired more within the year than any other group of

youths under my inspection, and therefore passed the best examination of any that have been presented to me; and yet I would by no means hold out this fact to encourage an undue emulation in mere acquirements; a sound consistent progress, combined with high tone, and habits which indicate a constantly improving moral delicacy, being by far the most gratifying result which can be presented to an Inspector, or any other Christian man. I must say, however, that the pupil-teachers now under notice have made a progress, as it appears to me, commensurate, in every other respect, with their progress in knowledge; and the class teaching of these youths in the old monitorial drafts is a perfect display of those methods of their management, which give to them the completeness of discipline, and the ceaseless activity which has always characterised the British system. The model school itself seems to show throughout the same higher finish of its methods and processes, but in its structure has experienced no change; and the *future*, described in my last notice of it, on the 6th Dec. 1848 (See "Minutes," 1848-9-50, Vol. II., p. 410), still lies before it. The girls' school candidates not being all re-assembled from the holidays, I deferred my visit to that department to a future opportunity. See 26th February and 18th December, 1850.

APP. II.
Southwark.

17th JANUARY.—*Exeter (Mint), Wesleyan.* (Boys 105, P.T. 3; Girls 80, Exeter P.T. 2.) The employment of pupil-teachers in the boys' school has had the usual effect of increasing the amount of work done in open classes, and decreasing that of the simultaneous instruction in the gallery, being a step towards a monitorial system, without a complete training in its methods. The result has been a marked progress in the upper three-fourths of the school in reading and spelling, while the lower fourth remains as untouched as ever, and the grammar and geography are virtually restricted to very few of the children, though the latter is the subject of gallery lessons to the whole of them. More of mutual correction is wanting throughout the lessons, and this would have the effect not only of strengthening the intellectual progress, but ultimately of bringing to bear more of the new moral power supplied by a group of pupil-teachers exhibiting the most satisfactory demeanour. In fact, for want of more definite purposes, and a more definite application of them, the general vigour of the school is not equal to the position which it challenges, or commensurate with the power employed. The girls' school has made a fair year's progress, and is still gaining strength; and the premises have undergone essential improvement. See 14th November, 1850.

19th JANUARY.—*Stonehouse, Wesleyan.* (Boys and Girls and Infants 90; Stonehouse P.T. 3.) The five large drafts into which the boys' and girls' school is now divided, are worked with activity and intelligence, and the children are making respectable progress throughout. The infant section has only recently been re-opened, under a young female teacher trained at Glasgow, and has cheerful vigour, though little refinement in the instruction. The instruction in both schools is fair, but should be more essentially of a training character.

22nd JANUARY.—*Liskeard, B.S.* (Boys 120, P.T. 3; Girls, about 50; Liskeard Infants, about 50, P.T. 1.) In the boys' school the technical instruction generally is active and intelligent, and the writing is excellent, but the education of the children throughout is not so good as there is a claim to expect where it possesses the resources here employed. The girls' school is in much the same condition of good order and feeble instruction which it has always exhibited. The infant school has just been reorganized under a trained teacher, and has entered upon a new course of obvious efficiency. See 28th November, 1850.

23rd JANUARY.—*Bodmin, Wesleyan.* (Boys 75, P.T. 1.) This school has made a fair year's progress in the revision of its methods, and the technical instruction is good throughout, but the geography is a failure through noisy simultaneity of answering, and the most essential step now required is a better training of the faculties of the younger children, especially upon well-selected object lessons. See 29th November, 1850.

26th JANUARY.—*Truro, B.S.* (Boys 120, P.T. 6; Girls 70, P.T. 2; Truro

- APP. II.
Truro. Infants 100, P.T. 1.) The boys' is an excellent school, the progress in which, during the past year, is highly creditable to its teacher, who has supplied every want but that of a greater emenity of tone, with yet higher habits of neatness, especially in the writing. The girls' school is not in such good condition as it was a year ago, owing to various causes, but renewed efforts are being made. The infants' school has made remarkable progress in the healthy training of the children's mental faculties, as well as in their attainments, in the course of the past year. See 2nd December, 1850.
- Falmouth. 29th JANUARY.—*Falmouth*, B.S. (Boys 220, P.T. 6; Girls, 45, P.T. 2.) This school has made a vigorous progress during the past year, and its classes have been generally enlarged to meet the augmenting power of its pupil teachers. The children are arranged in double semicircles, and their instruction being conducted in the best methods for sustaining instruction, all but the reading lessons are effectively carried on in a whisper, which, well uttered, is as audible as the loudest voice, in a room of general noise. The arithmetic should be extended throughout the classes, and the collective lessons simplified in subject, arrangement, and methods. The girls' school has now become a section of the boys', under the superintendence of the master and the direct management of a female assistant teacher, with very satisfactory results. See 4th December, 1850.
- Constantine. 30th JANUARY.—*Constantine*, B.S. (Boys 85, P.T. 2; Girls 70, P.T. 1.) The boys' school has been greatly improved by increased activity and vigour in its classes generally, but the accuracy is not equal to the activity, and there is much want of an improved tone. The girls' school is one of excellent tone and discipline, and first-rate needlework, but yet wanting both vigour and activity in the instruction of the mass of the children. See 5th December, 1850.
- Helston. 31st JANUARY.—*Helston*, Wesleyan. (Boys and Girls 55, P.T. 1.) Its old defects of organization and methods yet seriously detract from the general progress and tone of this school, but the teacher is still really desirous, and bestirring himself to remove them. See 6th December, 1850.
- Penzance. 1st FEBRUARY.—*Penzance*, Wesleyan. (Boys and Girls 140, T.P. 3.) I have never seen a school undergo more rapid improvement than this. Its organization and methods have been completely revised, and it now presents that combination of gallery sections and open classes, which, variously adapted to local circumstances, presents all the advantages of simultaneous and individual instruction, through a genuine collectiveness of attention in all the exercises. See 9th December, 1850.
- Mousethole. 4th FEBRUARY.—*Mousethole*, Wesleyan. (Boys and Girls 120, P.T. 3.) This school has been entirely reconstructed by its present teacher, and, like himself, is making a sound and vigorous progress. Its simultaneous instruction is supplemented by the work of large classes, occasionally divided into smaller drafts, and the discipline and attainments of the children are equally improved. See 10th December, 1850.
- St. Just. 5th FEBRUARY.—*St. Just*, Wesleyan. (Boys and Girls 108, P.T. 2.) This school has latterly been conducted in the Irish form of the monitorial system, by a teacher trained in Dublin, but with very moderate success. A new teacher, however, is being provided for it, and there is a good opportunity for making it a valuable institution for the service of a very numerous population. See 12th December, 1850.
- St. Ives. 6th FEBRUARY.—*St. Ives*, Wesleyan. (Boys and Girls 92, P.T. 2; Infants 43, P.T. 1.) These schools occupy very excellent premises, and are in charge of teachers of zeal and education, trained at Glasgow. The instruction in the upper, in writing and arithmetic, is very good, and in every other branch fair, while the tone and discipline are excellent; but a revision of the methods is required to move the minds of the children generally, to a more intelligent exertion, while an analogous process is required in the infant department, to complete its discipline and elevate its training character. See 11th December, 1850.

7th FEBRUARY.—*Bottoms School, Parish of St. Levan, Wesleyan.* (Boys and Girls 45.) This is just receiving a grant from their Lordships for building, and the money has been very well expended in the erection of a school-house, with two class-rooms, play-sheds, and a commodious teacher's house, on a pleasing site, presented by the principal subscriber and manager, Mr. Hodge, the whole forming, with its raised terraces, a very ornamental group of substantial buildings. A trained teacher, too, is already appointed, and during the few weeks of his new duty, he has already brought the children into order and progress. See 12th December, 1850.

APP. II.

Bottoms
School, St.
Levan.

8th FEBRUARY.—*Camborne, B.S.* (Boys, about 100; Girls, about 50.) These schools are in precisely the same state of decrepitude, for want of trained teachers, giving undivided energies to their charge, and supplied with proper books and apparatus, in which I found them a year ago, a result which is the more to be deplored, since the school premises are spacious and substantial, and the surrounding population numerous, and in great want of good schools; but the number of subscribers is very limited.

Camborne.

11th FEBRUARY.—*Plymouth Free School, B.S.* (Boys 365, P.T. 13; Girls 170, P.T. 5.) The boys' school still maintains its position as one of the most vigorous, as well as most numerously attended, of its class, in the kingdom; its numerous pupil-teachers are well trained in the requisite course, including drawing, with great freedom and accuracy, to which is added the elements of natural science; and by these means an active and accurate course of elementary instruction is carried through the entire body of the school; but it still requires revising from the bottom upwards, with a view to the more complete education of the children's faculties, by methods which shall allow none of them to escape it; as, by introducing an intelligent use of arithmetic, and more distinct purposes in the collective instruction of the junior section, &c., the result would be a more equable distribution of the instruction now given, and its reception on a much sounder basis. The girls' school is in high condition throughout, every augmentation of its power being equally devoted to the service of the whole; and the youngest section are brought under a training which comprises some of the elements of the best infant schools. The mistress has introduced a very pleasing improvement upon the holding out of hands to offer an answer or correction, which consists, when the answer is given by one, in those who approve it raising, while those who disapprove it lower their hands, and further questioning takes place if the idea be not yet clearly defined to all.

Plymouth.

26th FEBRUARY.—*London: Model Schools of the British and Foreign Society, Borough-road, Southwark.* (Girls 400, P.T. 8.) The description which is given of this school in my reports on the Normal and Model Schools of the British and Foreign School Society in their Lordships' Minutes for 1846, Vol. II., p. 363, is still applicable to it in every respect; nor will the introduction of a small body of pupil-teachers necessarily produce any material change; for it has long enjoyed the services of a class of young persons nearly in the position of pupil-teachers, under their Lordships' Minutes. The completeness of its organization in small classes, and the lively spirit and perfect methods by which their activity and efficiency are sustained, render it, like the boys' school, pre-eminently the working model and the great practising school of the British system, and as such, an object of merited admiration; but the gallery teaching has yet scarcely obtained a distinct place in the training of the children's minds, but only in informing them. See 20th December, 1850.

British and
Foreign So-
ciety's Model
Schools,
Borough-rd.,
London.

28th FEBRUARY.—*Weymouth-terrace, Hackney-road, Wesleyan.* (Boys 190, P.T. 4; Girls 150, P.T. 3.) The boys' school has been very judiciously reorganized, with a view to the equable distribution of the new power supplied by its teachers. Its methods, too, have been revised; and a more lively spirit of neatness, order, accuracy, and discipline, to carry out its excellent intentions, would make this a superior school. The girls' school continues the course of improvement which it has long been pursuing, and a new class-room permits a proper training of the infant section, which forms its lower half.

Weymouth
terrace,
Hackney-
road.

- APP. II. When its arithmetic and collective teaching have been revised, it will be nearly a model, provided its industrial department be made equal to the rest.
- Gascoigne-place, Shoreditch. 1st MARCH.—*Gascoigne place, Shoreditch.* (Boys 154, P.T. 3; Girls and Infants 100. The boys' school is making a fair and consistent progress, considering the low character of the surrounding population, but will be much improved by a revision of its methods, to give an activity and accuracy equal to its general tone and purpose. The girls' school, as at my last visit, wants not only methods but also vigour, and is essentially weak, though its discipline and manners are very good, and a zealous committee of ladies are designing a new course for it.
- Lambeth Chapel. 4th MARCH.—*Lambeth Chapel, Wesleyan.* (Boys 245, P.T. 8; Girls 115, P.T. 3.) This school has undergone a judicious and exemplary reorganization, and the progress of the children generally is steady and sound, though greater completeness ought to be given to the *education* of the lower classes, and greater activity to the methods used in all. The girls' school is in fair condition, and will improve under its present teacher.
- Limehouse. 11th MARCH.—*Limehouse, Wesleyan.* (Boys 190, P.T. 4; Girls 66, S.M. 1.) The boys' school exhibits precisely the same faults of defective organization, methods, and consequently discipline, with the same capacities of improvement, which it exhibited at the date of my last inspection. The girls' school has since changed teachers, but has not improved in vigour, and is therefore still weak in every respect.
- Leipsic-road, Camberwell. 12th MARCH.—*Leipsic-road, Camberwell, B.S.* (Boys 155, P.T. 2.) The teacher has entered zealously upon a course of revision, to rid his school of all the defects noticed in my last report, and is making good progress.
- Marylebone. 13th MARCH.—*Marylebone, Presbyterian.* (Boys and Girls 98, P.T. 2.) This school has improved within the year in tone and discipline, but its methods still want a complete revision to extend its instruction more equably and consistently through the whole of the classes.
- Crawford-st., Camberwell. 15th MARCH.—*Crawford-street, Camberwell.* (Boys 270, P.T. 7; Girls 105, P.T. 2.) A more extended scope has been given to the work of the boys' school, by the addition of two class-rooms, with galleries, for the highest and lowest sections of the children respectively; and its general progress has been commensurate with this addition to its appliances. The instruction of the children is well designed, nicely graduated, and vigorous throughout, and its methods require only more of gentleness, correctness, and finish, to make the institution a model of its kind. Instruction in the elements of social economy forms an express feature in the course of the higher classes, under the supervision of Mr. Ellis, one of the most liberal and zealous patrons of the school, and is obviously a valuable portion of any complete training, when employed as supplemental to, and elucidative of, the first principles of all Christian education. In this light it has been too much neglected, and the hint which has here been given with exemplary zeal and intelligence, is worthy of general notice and imitation. The girls' school, during the past year, has experienced a steady advancement in the essential vigour of its classes, and the fuller scope given to the *education* of the children, especially by providing a gallery and good collective instruction for the younger children, and extending the use of them gradually through the body of the school.
- Wood-street, Spitalfields. 16th MARCH.—*Wood-street, Spitalfields, B.S.* (Boys 162, P.T. 3; Girls 101, P.T. 2.) The boys' school is now complete in organization, design, and methods, but there is a want of the results of a commensurate care, zeal, and earnestness in the condition of the several classes, and consequently in that of the school as a whole, except in reading. The girls' school has improved in numbers and in efficiency in every respect.
- Sherston. 19th MARCH.—*Sherston.* (Boys and Girls 128, P.T. 3.) This school is generally improved, but exhibits, relatively to others, precisely the same graces and defects which I noticed in it more than a year ago. It is *positively* good for so remote a locality, and claims the apprenticeship of two pupils, in addition to the one at present employed in it; but its reading, writing,

arithmetic, and general training want greater activity and precision throughout. APP. II.

20th MARCH.—*Corsham*. (Boys 100, P.T. 1.) This school has made a healthy and vigorous progress during the eight months which have elapsed since my last visit; but the children are very young, as in agricultural districts generally, and it is almost impossible, therefore, to obtain at present the second apprentice which the school requires. Corsham.

21st MARCH.—*Melksham*, B.S. (Boys 95, P.T. 2; Girls 60, and Infants 50, P.T. 2.) The boys' school is in the same healthful condition in which I found it nine months ago, but yet wants greater energy and more training in its lower classes. The girls' school has just experienced a change of teachers, with such satisfactory promise, that I beg to recommend the apprenticeship in it of two pupil-teachers for its service, and that of the contiguous infant section, which yet remains under the same respectable but untrained management in which it was at my last visit. Melksham.

22nd MARCH.—*Redcross-street*, Bristol, B.S. (Boys 304, P.T. 10; Girls 120, P.T. 3.)—In the boys' school a complete revision, both of the organization and methods, has been made since my last visit of inspection, and with the most satisfactory results. It is now a model of its kind, in regard not only to its plans, but their general operation and results, although the top class has no peculiar excellence. The reading classes are now enlarged and coupled, each pair being in the charge of a pupil-teacher, and a monitor assistant to him. The writing and the arithmetic have their special classification, and there is another into sections for collective instruction, which is well designed and fairly conveyed. Students from the branch normal school of the British and Foreign Society, recently instituted in Bristol, are allowed the use of this, as their practising school, for two mornings and two afternoons of each week, when they have a section for collective teaching, under mutual correction and the direction of the master. The girls' school has adopted new and improved methods throughout its classes with good effect, and when a like further improvement shall have been effected in the matter of the instruction, so as to attain a quiet consistency in the exercise of the faculties equal to its activity, the school will approach a model. A third hour should, I think, be added to the present two, of afternoon schooling, and might usefully be devoted to the needlework, which now receives only one daily, and might be put on a more complete system altogether. Red Cross-st., Bristol.

25th MARCH.—*Lewin's Mead*, Bristol. (Boys 106, P.T. 2; Girls 84, P.T. 2; Infants 150, P.T. 3.) The boys' school is in good condition, as one of primary instruction, but with the resources which it possesses, should do more for the education of the younger children, in continuance of the course commenced in the infant school; and the like observation applies, with equal force, to the girls' school. The infant school is an exemplary institution in every essential, though its teaching yet admits of simplification, and its order of higher finish. Lewin's Mead, Bristol.

26th MARCH.—*St. James's Back Ragged School*, Bristol. (Boys and Girls, on the books, 349, and in daily attendance, about 200.) This interesting institution is described in detail in their Lordships' Minutes for 1848-9-50, Vol. II., p. 428. The average attendance during the whole year 1849 was, in the day school, in the morning, 31 boys and girls, and 112 infants; in the afternoon, 14 boys in the tailoring, 6 in the shoemaking, and 17 girls in the sewing classes, making a total of 37 boys and girls, besides 69 infants; and in the evening, 33 boys and 22 girls, or 55 in all, though the number is much greater in winter and much smaller in summer; and a large proportion of those in the evening classes do not attend at any other time of the day. The total expenditure in the same year was 220*l.* 16*s.* 1*d.*, although conducted on the most economical scale; and as nothing can be derived from the children or their parents, it was barely met by the subscriptions and donations, the latter by much the larger and the more precarious item. This is an expenditure above the average in British schools, as it ought to be, if the ragged day-school is to combine a mo- St. James's Back Ragged School, Bristol.

App. II.
Bristol.

ral agency as vigorous as that of the British school, with industrial instruction which is unknown in the latter; and if it do not, it is incapable of accomplishing in any degree the objects of its subscribers, and becomes only a dangerous moral nuisance. In the present instance the payments to the tailor and shoemaker, together with tools, &c., have amounted in the year to no less than 29*l.* 5*s.* 4*d.*; for it is quite vain to expect that the schoolmaster can be both day and evening teacher, and afternoon master of several mechanical trades in addition.

The directly vicious class in the school is perhaps about one-third of it; out of the school, and in the streets, it is about two-thirds of the children seen roving about. Many of these occasionally attend; others can be induced by no persuasion or inducement to do so.

In the course of the past year there has been an obvious improvement in the tone of the school. It has, indeed, a moral coherence, and a cheerful order approaching to that which is witnessed in the best popular schools for a better class of children, without, as I am assured, any change having taken place in the class frequenting it. And yet, this being virtually a permanent home mission to the children of the destitute and degraded, everything that is accomplished only awakens the perceptions of its managers to the necessity of yet greater exertion; and exertions producing so much benefit to society claim the most lively regard, and every aid that can possibly be rendered to them. They are, in fact, employed in a recommencement of the work which was originally contemplated by the British school itself; and the sacrifices which must be made to direct all the resources of a vigorous school like the present, against the moving flood of ignorance, barbarism, and demoralization in the lowest channels of life, are met with great difficulty by merely voluntary resources; with so much difficulty, indeed, as to render the *useful* existence of such institutions always precarious.

Under these circumstances, it cannot be surprising that their promoters inquire very anxiously for aid from the public grants for education, which are available to schools in circumstances far less difficult, but under regulations which virtually exclude struggling schools like the present. In immediate answer to these inquiries, I can point to nothing in their Lordships' Minutes which promises aid, except the provisions for "assistance towards hiring a suitable building for workshops," and those for granting one-third of the cost of ordinary school books and apparatus, as also for "a gratuity to the master (apparently the schoolmaster himself, and not his humble industrial assistants, who will usually teach the crafts), for every boy who, in consequence of the skill acquired in the workshop, shall have become a workman or assistant in any trade or craft whereby he is earning a livelihood." It will, however, be no easy matter to define his engagement; the reward being comparatively valueless if it be not available before the young people have reached manhood; and if available, on their first obtaining employment, their *apprenticeship* to it will perhaps be the only intelligible test of its permanence. If, therefore, in the present case, 10*l.* per annum could be allowed for the rent of the workshops, and 5*l.* for every apprenticeship effected through the training of the industrial department of the school, and the book grants be made in a double proportion of two-thirds, instead of only one-third of the value of the materials, every such aid would, I am sure, be gratefully received by the promoters of this institution, and be at the same time most beneficially directed.

The unwonted liberality which would be shown in the latter case, might also be beneficially extended to the payment of two-thirds, instead of only one-third of the salaries of the certificated teachers employed in ragged schools, or, in other words, those town schools into which the admission is wholly gratuitous: a definition which may be safely adopted. This would be simply to double the augmentation allowance in such cases, and would be at once a perfectly safe and highly efficient form of aid; the further grant from Government coming in place of the portion of the salary usually supplied by the pence of the children. No less benefit would be derivable to these schools from a modi-

fication, equally slight, which should permit the stipendiary monitors' engagements in them to be made in some form less elaborate than the apprenticeship now practised (such, in fact, as the terms of their Lordships' Minutes really contemplate), for terms less than the four years to which they are now universally extended. Their little offices would then become invaluable "exhibitions," held out in reward to the most deserving of the pupils, and, combined with the industrial training, would tend to prepare them for useful manual occupations, to which they should be duly transferred; since the ragged school is no place in which to retain them to receive a first-rate training as teachers, for which very reason it is neither fitted to produce pupil-teachers within its own classes, nor to receive them, at a difficult period of life, from schools used by a better class. All this would merely require an order, that, on the report of the inspector, ragged schools, or, in other words, town schools of purely gratuitous admission, should be allowed to receive stipendiary monitors for one, two, or three, instead of only four years; that the teachers in them should receive a double augmentation fee on their certificates of merit; and that their committees should, in like manner, be allowed two-thirds instead of only one-third of the cost of their school books and apparatus.

The operation of such a regulation upon the affairs of a school like the present, would be as follows, in case each of its teachers, male and female, had obtained one of their Lordships' *lowest* certificates of merit:—

	£	s.	d.
In augmentation of the salary of the master . . .	30	0	0
Ditto, mistress	20	0	0
Allowances to four stipendiary monitors, averaging say 7l. 10s. per annum each, which is at the rate of 3s. per week	30	0	0
Book grants, say	5	0	0
Rent of workshops	10	0	0
	<hr/>		
	£95	0	0

I have here sketched the grant of nearly 100l. per annum in aid of every ragged school of efficiency, applied in such a manner as to secure that efficiency, and afford at once the best aid to the work, and the highest encouragement and assistance to those who have devoted themselves to it.

27th MARCH.—*Pill, B.S.* (Girls 70, P.T. 1; Infants about 50.) The *Pill* girls' is now essentially a good school, under a young and improving teacher, and zealous and liberal management; one which must produce a considerable effect upon a population more needing its good influences than can readily be imagined, so peculiar is the character of dirt, disorder, abandonment, and isolation native to the place, situated, as it is, close to the mouth of the Avon, which forms the port of Bristol. Its existence and efficiency are mainly owing to the persevering zeal of Mr. Waring, of Strerhampton, on the opposite side of the river. The infant school, maintained in this same village by the liberality of Miss Bright, has just been re-opened by its good matron, after a revision of her training at the Home and Colonial Schools.

28th MARCH.—*Stoke Damerel, B.S.* (Girls 70, including infants, P.T. 2; Stoke Damerel. Boys about 70.) The girls' school is an exemplary institution in tone, discipline, and general views and management; but more vigour may be given to its institution throughout by a better distribution of the services of the pupil-teachers and the employment of mutual correction in the various oral exercises, in lieu of indiscriminate speaking. The boys' school, which I visited only incidentally, is weak in every respect.

28th MARCH.—*Devonport Naval and Military Free School.* (Boys 120, Girls 50, Infants 150.) A hasty glance at this school, which is fully described in the Minutes of 1848-9-50, Vol. II, p. 423, showed the infant school to be in greatly improved condition, under the same teacher that I found in it on the 1st of February 1849; the boys' school exhibiting decided activity and capaci-

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- ties of improvement, under a new teacher, though not in high condition and the girls' school in inferior vigour, under a teacher scarcely equal to so grave a task.
- 2nd MAY.—*Vauxhall-walk, Wesleyan.* (Girls 138, P.T. 3.) This school was opened only at the commencement of the present year, and already, in four months, it has become quite full, and is in the most vigorous operation. It is a monitorial school on the British system; and, for the short time it has been in operation, is in a condition as creditable to its teacher as the good premises are to the committee. There is every prospect, too, of further advancement proportioned to the augmented means which are offered by the employment of the pupil-teachers now recommended.
- 3rd MAY.—*Brentford, B.S.* (Boys 135, P.T. 5; Girls 130, P.T. 4.) The boys' school exhibits all the improvement which was required in the methods of its classes, so far as those in arithmetic are concerned; but the lower third of the school has no arithmetical instruction. The reading classes yet want revision and finish; and the instruction in writing and other branches should also, with the power in the school, exhibit results of much higher accuracy and neatness throughout, while more might at the same time be accomplished for the training of the younger children; and yet nothing can exceed the ingenuity or completeness of certain parts of the management. The girls' school has improved in every respect, and is an exemplary one of its kind, though it also now possesses power to do more for the training of its younger children than is yet accomplished. The pupil-teachers in it are as well advanced in their capacity of instructors as of students; and their papers are among the best that I have seen.
- 6th and 8th MAY.—*Abingdon, B.S.* (Boys 122, P.T. 2.) This school has acquired under its present teacher a sound organization and exemplary discipline, which require simply to be more firmly rooted by a revision of the methods of instruction, so as to insure greater activity and collectiveness of attention in the several classes; the defect of which is easily detected in the progress of the children, but will not be allowed to continue by a teacher of the energy of the master, now that it has been pointed out.
- 7th MAY.—*Thatcham, B.S.* (Girls 100, P.T. 2.) This school has every appliance of fair education, gentle manners, and good principles in its teacher, and of perfect rooms, ample materials, and kind superintendence supplied through its principal manager, Mrs. Barfield; but there is a want of more concentrated energy in the application of them to their ultimate objects in the minds, and to some extent, therefore, in the hearts, of the children; their little attainments showing a want of the accuracy which should be their first quality.
- 8th MAY.—*Wantage, Wesleyan.* (Boys and Girls 88, P.T. 2.) I reported this school little more than half a year ago—on the 8th of October, 1849; and it is now, as then, essentially a good school, with an organization and methods combining some of the best features of both the Glasgow and British systems.
- 9th MAY.—*Gloucester, B.S.* (Boys 295; Girls 209.) The Gloucester British School for Boys is the best purely monitorial school that I now know; its master having with great tact and energy availed himself of every improvement exhibited in schools aided by pupil-teachers which could possibly be brought to bear with the inferior agency of mere monitors, while he has preserved the wholeness of mechanical discipline and unceasing activity which have always characterized the best British schools. Every branch of the children's elementary instruction is therefore making good progress, and something is being accomplished even in training the faculties generally of the younger ones, by collective lessons. The girls' school, though under the same teacher as at my former visit on the 21st of July, 1846, has declined in vigour, though not in nearly the same proportion that the boys' school has risen. This decline manifests itself in a general laxity, which has permitted the introduction of noisy indiscriminate answering in the reading classes, and decided indolence into those for arithmetic. But a change is in contemplation.
- 10th MAY.—*Cheltenham.* (Boys 197, P.T. 4; Girls 70.) The union

school-room, the erection of which was aided by a Treasury grant, is now occupied by a vigorous boys' school, under a teacher of zeal, intelligence, and activity; and when to the results produced by these are added a commensurate accuracy and completeness, it will be an exemplary institution. A few pupil-teachers will conduce much to this result. The girls' school, which formerly occupied this room, is temporarily accommodated in a hired room of humble aspect, and is managed by a teacher of unaffected zeal and fair ability, but defective training. All that is doing in it, therefore, is good, but requires to be strengthened and more equally distributed through its classes.

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13th MAY.—*Tewkesbury*, B.S. (Boys 60, P.T. 1; Girls 80, S.M. 1.) The boys' school has recently experienced a change of teachers, and a healthful foundation has been laid for future success in a correct organization and good discipline. A vigorous use of the best methods would now give it success; and I beg to recommend the appointment of a pupil-teacher or two to encourage the master in their application. The girls' school is precisely in the same state of moral and intellectual repose in which it was a year ago. It has every good quality but the power to instruct the children, which is defective through the teacher's want of training. The real interests of the school suggest a change, and the adoption of the present stipendiary monitor, together with an intelligent young candidate, as pupil-teachers, under a trained mistress.

14th MAY.—*Evesham*, B.S. (Boys 94, P.T. 2; Girls 75, P.T. 2.) These are schools erected and supported on a liberal scale. The boys' school is improved, and the reading, writing, and arithmetic of the top classes is fair; but the lower part of the school is still in a condition of comparatively inferior training, which ought to be amended; and to this the appointment of two well-qualified candidates for pupil-teacherships will very much conduce. The most elementary conceptions of geography, even, are confined to a few of the children; and a higher sense of order, neatness, and duty ought to exhibit itself throughout the classes. Nevertheless, here are the resources for a superior school. The girls' school has recently undergone a change of teachers, without any decline, but only a recommencement of its efficiency. It has a teacher of superior qualifications, who, if she cultivate the perceptive faculties of the little ones, and habits of precise neatness in such exercises as the writing and needlework, with an affectionate earnestness equal to that already displayed in the general instruction of the school, will make it a model of its kind.

15th MAY.—*Stroud* B.S. (Boys 35; Girls 80) Such a town as this ought to present schools of a higher vigour than those which I have now to report. The boys' school is in the hands of a faithful and improving young teacher, whose labours merit a larger attendance, and more encouragement; the progress of the children being sound and good for their ages and opportunities. The girls' school has excellent tone and discipline, and is in the hands of a very willing teacher; but its instruction wants vigour throughout, and even its methods, revision, to make it tell with any training effect upon the minds of the children.

16th MAY.—*Ebley near Stroud*, B.S. (Boys 30, Girls 47.) This school, chiefly sustained by the minister and congregation of Lady Huntingdon's chapel, at the rear of which its excellent premises, provided with the aid of several Government grants, are situated, is one of the most active and vigorous of the existing purely monitorial schools. Except in reducing the noise of some of the exercises, and abolishing simultaneous rehearsals, it would be difficult, with the present agency, to do much more than is accomplished in the boys' school, in giving the children a complete course of elementary instruction. The girls' school also is making a sound progress in every respect, under the teacher formerly employed in that of Stroud, and merits a more numerous attendance.

17th MAY.—*Banbury*, B.S. (Boys 124, Girls 90.) The boys' school is not in the condition which it ought to exhibit in such a town, under a liberal committee, and with a master of sufficient instruction. It is deficient in tone, order, and neatness, and the progress of the children is imperfect, through the

Banbury.

- APP. II.** imperfect distribution of the instruction by defective methods. I could not but approve of the committee's intentions to effect a change here, before placing pupil-teachers in the school. The girls' school has just received a new teacher, who appears to have resources for the work in every respect, but whose defective training will make her progress more slow and difficult than is at all usual. She merits every aid, but that by pupil-teachers it is desirable to defer until she can have placed before her a better example of management in the boys' school. See 25th October, 1850.
- Banbury.**
- Guildford.** 23rd MAY.—*Guildford, Wesleyan.* (Boys and Girls 65.) The general tone of this school is very creditable to its gentle teacher, but its vigour at present is fatally impaired by a want of more judicious regard to the actual progress of the children, and not too exclusively to the peculiar features of excellence in the Glasgow system. The practical result is, that though the matter of the instruction is good, its reception by the upper children is very imperfect, while the lower portion of the school receives practically only very imperfect individual instruction—that given to the whole school in the gallery scarcely reaching it. To make the general progress satisfactory, a complete revision of the methods and their application is essential.
- Dukinfield.** 24th MAY.—*Dukinfield Factory School.* (Boys and Girls .) In accordance with repeated and urgent applications from the committee of this school, I availed myself of the first opportunity of a lapsed engagement to visit it, out of my ordinary course of duty, with the view of preventing the removal of its candidates to various branches of the well-paid labour of the cotton-manufacturing districts: a visit, if any such opportunity did arise, to which a reply of your Lordships' secretary to the manager of it appeared to bind me. I accomplished the immediate object of my visit, but was deprived of the opportunity of inspecting the school by the holidays of the Whitsun week, which I found, to my surprise, to be even yet more general here than in the more southern part of the kingdom, where they had already disturbed my week's arrangements. I examined some of the boys, however, and prevented their removal. See 9th October.
- Whitechurch.** 27th MAY.—*Whitechurch, Wesleyan.* (Boys, Girls, and Infants, 96.) This is a mixed school, under a certificated teacher, occupying good premises, and claiming assistance by pupil-teachers, who are in course of preparation. The school is in good tone and fair discipline, but it wants more complete methods, and consequently greater accuracy in its instruction generally, with more of a training influence upon the younger children; but these are defects which the master detects, and is bent upon removing; and I regret only that the two youths whom I found in his school, competent to be pupil-teachers, appear neither of them to be available to its service.
- Fording-bridge.** 28th MAY.—*Fordingbridge, B.S.* (Boys and Girls 140, P.T. 3.) This school is in nearly the same condition in which I reported it in December 1848; but with three pupil-teachers it ought to show much higher order and efficiency.
- Downton.** 29th MAY.—*Downton, B.S.* (Boys 82; P.T. 3!) This school is exemplary in tone, discipline, organization, and methods, and is wanting only in more complete views of mental training for its lower classes; and somewhat, perhaps, in activity, considering the power which it possesses.
- Salisbury.** 30th MAY.—*Salisbury Wesleyan.* (Boys 113, P.T. 3.) All the arrangements and processes in this school are good; and yet there wants a little more of education for its younger children, and of activity and accuracy throughout its classes and their operations; defects attributable in part to the depression entailed by the sickness of last autumn, and in part also to the teacher's more recent want of health, but which ought to be removed by renewed zeal and energy.
- Romsey.** 31st MAY.—*Romsey, B.S.* (Boys 49, Girls 59.) The boys' school presents a very complete set of reading drafts, thoroughly well conducted, but the writing and arithmetic are not at all equal to them; and there is wanting a more kindly awakening of the faculties of the children in the body of the school;

observations which equally apply to the girls' school. Under the active competition of other schools, therefore, the attendance is not full, and the general results are deficient in vigour and consistency, though a few of the top children are well taught and well trained to a portion of the monitorial duties. The general aspect of both is that of schools which require a more affectionate and pervading zeal towards the humbler classes and humbler duties, to maintain any proper gradation of attainments, which is always difficult, and the first thing to disappear where the deepest earnestness is at all wanting. APP. II.
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31st MAY.—*Corfe Castle*, B.S. (Boys and Girls 95, P.T. 2.) This school Corfe Castle. retains the good tone and discipline which it has always exhibited, and its instruction has improved throughout during the past year; the only marked defects being in about half of the children of the two highest classes, where they arise from the irregularity of attendance which prevails in remote agricultural districts among those most advanced in age.

3rd JUNE.—*Childrey, Wesleyan*. (Boys, Girls, and Infants, 58.) This is Childrey. a village school for children of all ages and both sexes under a young female teacher trained at the Glasgow Free Church Normal Seminary; and is an exemplary little institution of its kind, though very recently brought into operation. When its premises are enlarged, as is contemplated, it will have every claim to assistance by pupil-teachers, so soon as there are children fit for admission to that office.

11th JUNE.—*Beechwood*, B.S. (Boys 58, with Infant section of 36, P.T. 2; Beechwood. Girls and Infants 80, P.T. 2.) These schools have made a good year's progress; and occupying a pretty cottage house under the kind superintendence of their patroness, Mrs. Duckworth, form as pleasing a little institution as any forest border can boast. The boys' school is now a very good one; the girls' school ranks next, but wants force; while the infant sections, united under an assistant teacher, are simply a good nursery, in which the services of a pupil-teacher or two would be of great use, really to "train" the children's faculties, in which they would themselves obtain a valuable experience.

12th JUNE.—*Alton*, B.S. (Boys 130, P.T. 3; Girls 70, P.T. 2.) The Alton. boys' school, under an able teacher, has all the merits which I found in it a year ago, while the defects in its middle and lower portions have been, for the most part, removed; though the teacher should yet be kept in mind that the course in which he will yet further raise the good reputation of his school is that of "education" commencing with the lowest classes of his school, rather than of "instruction" regarding too exclusively the higher. In the girls' school a very favourable change of teachers has taken place; and, under the liberal and judicious patronage of Mrs. Crowley, it promises to pursue a course of steady advancement, from its present fair to a far superior condition.

14th JUNE.—*Chichester*, B.S. (Boys, 198, P.T. 6; Girls 92, P.T. 2.) The Chichester. boys' is still one of the best schools of the oldest Lancastrian date and style, and is undergoing improvements which will perhaps enable it to maintain its relatively superior character, as by grouping the drafts into sections for interrogation, and the improvement of the methods of questioning. The girls' school is good in methods as well as in tone: but more systematic energy is required in their application, to keep the habit and practice up to the intention and precept; the present results in the general condition of the school being scarcely such as the liberal effort here made by the friends of education, and the assistance of two pupil-teachers, warrant us to expect.

24th JUNE.—*Dartford, Wesleyan*. (Boys 35, P.T. 1; Girls 70, P.T. 1.) Dartford. The attainments of the children generally in the boys' school are low, for the present teacher found it in the bad condition described in my last report, when I was unable to certify it for the reception of pupil-teachers; but he has already laid the foundations of a healthful progress; more lively and finished methods of working his well-organized classes will rapidly bring forward the whole school; and, combined with the good tone and perfect order to which the children are brought, will soon augment its numbers, by increasing at once its efficiency and popularity. The girls' school, supported by the Misses Hall,

- App. II. is in good condition, and is steadily improving with the increasing power which it enjoys in pupil-teachers and monitors; but higher *accuracy* and vigour are desirable in all its exercises.
- Dartford.
- Gravesend. 25th JUNE.—*Gravesend, Wesleyan*. (Boys and Girls 95, P.T. 1.) This school has improved in the intelligence and application of the reading classes; but its operations generally, as at the date of my last visit, require a revision and an applied energy, the defect of which sacrifices much of the technical instruction, and more of the "training" value of the institution.
- Faversham. 26th JUNE.—*Faversham, B.S.* (Girls 110, P.T. 2.) This school is well organized, in good discipline, and making fair progress in the best tone. It is, in fact, a pleasing monument of the zeal of its patron, W. Hall, Esq.; and as many pupil-teachers as their Lordships' regulations will permit should be placed in a school of this character.
- Canterbury. 27th JUNE.—*Canterbury*. (Boys 150, Girls 90.) Another inspection of these schools enables me to make scarcely any change in the terms employed in reporting upon them a year ago (5th July, 1849, Minutes 1848-9, Vol. II., p. 443.) The boys' school is one of the best, and the girls' one of the worst of the purely monitorial schools to be found in edifices the erection of which has been aided by Government.
- Upper Edward street, Brighton. 2nd JULY.—*Brighton, Upper Edward Street, B.S.* (Boys 148, P.T. 3.) Further progress has been made, but the "education" of the children is not yet equal to the power employed upon it; and the defects apparent in the papers of the pupil-teachers, and in the style of their teaching, considering their years, appear to indicate a want of more careful, and watchful, and delicate training, such as the high certificate held by the teacher would appear to promise.
- Brighton. 2nd JULY.—*Union Schools, Brighton*. (Boys 136, Girls 84.) A rapid glance at these schools showed that the boys' still retains all the excellences which I have heretofore found in it, and which give it a claim to any assistance that may be asked by its supporters; and the girls' has increased considerably in numbers, if not in essential strength.
- Hastings. 3rd JULY.—*Hastings, B.S.* (Boys 110, Girls 70.) I obtained only a hasty glance at these schools, and found them in nearly the same condition, both positively and relatively, in which they were reported two years ago, on the 25th of May, 1848. (See Minutes of 1847-8, Vol. II., p. 304.) The boys' school has somewhat improved in the general spirit of its classes, while the girls' school has further declined in about the same degree; one half of it consisting of entirely infant children, for whose management the training of the teacher has not specially fitted her.
- Staplecross. 3rd JULY.—*Staplecross, Wesleyan*. (Boys and Girls 76, P.T. 2.) Allowing for the too brief and unfrequent attendance of many of its pupils, this school has made a very fair year's progress since my last visit, and requires only a better economy of the powers of its pupil-teachers, so that they shall manage whole sections instead of mere drafts, to make it an exemplary institution. More may thus be done for the collective instruction and moral training of the children, which are essential features of the Glasgow system, upon which it is based.
- Rye. 4th JULY.—*Rye, Wesleyan*. (Boys and Girls 72, P.T. 1) This school, under a teacher of ample power for his office, is in good organization and discipline, but all its resources yet require to be applied with a more refined and pervading zeal; to give greater correctness to the spelling, greater neatness to the writing, and a greater training effect to all the collective instruction. The most unaffected efforts will, I think, be made to this end.
- Dover. 5th JULY.—*Dover, B.S.* (Boys 107, Girls 36.) The boys' school is in precisely the same essentially sound condition, in which I found it two years ago (see Minutes of 1847-8, Vol. II. p. 305), except that its supply of books and materials is still worse, and quite unworthy of its vigorous teacher. When this defect is supplied, the school will have every claim to the services of pupil-teachers, and they are essential to its good management and the best economy of its teacher's abilities. The girls' school is in feeble condition in every

respect; and both schools demand a new effort to put them into a condition worthy of the place and connexion which support them. APP. II.

5th JULY.—*Folkestone*, B.S. (Boys 150, Girls 200.) The boys' school has experienced a change of teachers since my last visit, and is now conducted with a steady zeal and improving ability, which are slowly moving the remarkably inert mass which they have had to encounter. Greater vivacity is required in all the exercises, together with a recommencement of the instruction in writing; but the school evinces an integrity and intelligence which claim for it the assistance of pupil-teachers, whenever it shall have children sufficiently advanced in years and attainments to be apprenticed. The girls' school has likewise experienced a change of teachers, and is no longer dangerous to health through want of ventilation; but its mental condition is of precisely the same unparalleled deadness which I had to report on the 29th May, 1848. (See Minutes C.C.S. for 1847-8, Vol. II. p. 304.) I am quite unable to appreciate the grounds upon which a public school is here made to assume the character of a mere workhouse, and the elementary mental cultivation, which should tend to realize good habits into good principles, is perseveringly discountenanced. Folkestone.

15th JULY.—*Mold*, B.S. (Boys and Girls 210, P. T. 5.) This school has now been in operation for upwards of a year as a mixed school, in lieu of forming separate boys' and girls' schools, and the result is satisfactory; the whole being under the superintendence of an excellent teacher aided by his wife, in the superintendence of the female department. In this portion of the school such a matron ought to be present during all the school hours, as well as during those of extra instruction, but it appeared that her attendance was for only half of the ordinary school hours. There is likewise power in the school to do more than is being accomplished for the training of the lower half of it. Mold.

16th JULY.—*Ruthin*, B.S. (Boys 90, P. T. 5; Girls 80.) The number of pupil-teachers given to this school was justified by its former though not by its present number of pupils. The year's labours of a late teacher have redeemed it from a state of considerable disorder to one of sound discipline and superior efficiency, though its numbers are still not such as the scale of the institution and the staff of pupil-teachers appear to claim. The newly appointed teacher has not enjoyed the advantages of training to the management of a public school, but having sufficient scholarship he is certificated; and he has energies which will be put to the test. The girls' school has changed teachers and is now under one having excellent dispositions and fair capacities for the task, but who has enjoyed no advantages of training, and whose labours, therefore, are imperfect. Ruthin.

17th JULY.—*Denbigh*, B.S. (Boys and Girls 110, P. T. 2.) This is a British school, under a teacher trained at Glasgow, and is conducted on the plans there pursued, with considerable zeal and energy. It wants better organization, and more complete methods to prevent the instruction, good in itself, from being wasted on listless minds. But the teacher has energies to supply these defects, so soon as they are pointed out; and I do not hesitate to recommend his school for the reception of two pupil-teachers. It occupies an excellent room in a handsome pile of building, which comprises also a girls' school-room of equally handsome dimensions, at present unused, and also a teacher's house. Denbigh.

17th JULY.—*Llwyn, near Holywell*. (Boys and Girls 95, P. T. 2.) This is a school which has been raised with aid from their Lordships by a poor and remote population for the service of their own and their neighbours' children, and challenges a continuance of the same kind regard to strengthen the hands of its active and zealous teacher by the aid of apprentices. Its classes are in full and profitable activity on the British system, and want only greater neatness of operation and of habits throughout. Llwyn, near Holywell.

18th JULY.—*Roe Wca, near Conway*, B.S. (Boys and Girls 128, P. S. 2.) This school is a monument of the recent efforts made by the humbler classes in Wales, with the aid of the Government grants, for the education of their own children with those of their poorer neighbours. The premises are excellent, the outfit is good, the teacher is zealous and intelligent, he is completely master Roe Wca, near Conway

- APP. II.
Roe Wen. of his system, though not yet exempt from Welsh idioms in his English, and the school is in a course of active and efficient operation, which reaches the youngest not less than the eldest of the children assembled in it. The first experiences of such a school, in a remote mountain region of Wales, are little more than a struggle against difficulties in the acquisition of a new language; and the degree of success with which it has been pursued in little more than a year may be fairly judged from the enclosed papers of boys almost wholly prepared within that time to be pupil-teachers, and fairly claiming to be admitted to apprenticeship.
- Bangor. 19th JULY.—*Bangor*, B.S. (Boys 200, P.T. 5; Girls 170, P.T. 4.) These schools have made a very satisfactory year's progress, and justly claim to be regarded as exemplar institutions for North Wales. The improvements making in a better system of progress-registry are worthy of general imitation; and the mutual correction of the dictation exercises by every boy having a book to compare with his neighbour's slate (when handed over to him), which is then returned to have all the false spelling expressly amended by the book, is a decided improvement upon the old oral correction; as also is the correction of the work done at home, and the register of its quality, with the reward-tickets distributed accordingly. The next most desirable improvement is a completer system of object-lessons on familiar things, associated with a practical acquisition of the English language, in the lower half of the school; thus substituting a vigorous intellectual training for a slow technical progress, which is at present universal in this part of all the Welsh schools. The like observations apply to the girls' school, which is, nevertheless, already in the highest condition observable in such institutions.
- Marian Gläs. 22nd JULY.—*Marian Gläs*. (Boys and Girls 150, P.T. 3.) This school is more numerously attended than ever, so great is the want of schools among the large though dispersed population of this remote neighbourhood, in which English is spoken scarcely by any; but it has made no progress to a higher efficiency since my last visit, the present teacher being apparently unsettled and about to leave.
- Llanrhyddlad. 23rd JULY.—*Llanrhyddlad*. (Boys and Girls 70, P.T. 2.) The numbers in this school have, perhaps only temporarily, declined under the competition of some new schools in the neighbourhood; but there is a faithfulness and intelligence in its elementary instruction which promise ultimate revival and success. The English text of the reading lessons requires, however, to be vivified by an intelligent system of interrogation, employing the Welsh language to illustrate it.
- Holyhead. 24th JULY.—*Holyhead*, B.S. (Boys 175, P.T. 2; Girls 75, P.T. 1.) These schools occupy handsome premises, recently erected, by a liberal exertion, with aid from their Lordships, on an excellent site presented by the chief proprietor, the centre pile having two wings, each of which is a residence for one of the teachers. The boys' school is very fully attended, being efficiently conducted on the plans of the British and Foreign School Society by a certificated teacher, and has every claim, therefore, to further assistance by the apprenticeship of pupil-teachers. The interrogation upon the reading lessons requires revising, with a view to a more systematic vivification of the English text with the aid of Welsh synonyms or expletives. The girls' school is in less vigorous condition in every respect. Its reading classes are intelligently conducted, but the writing is bad, and the arithmetic weak.
- 25th JULY.—*Tremadoc*, B.S. (Boys and Girls 120, P.T. 3.) The teacher appointed to this school nine months ago has already given it the character of a large and well-organized public school, which it never before possessed, and is doing a good work for the surrounding population, at the same time that he is qualifying himself for the yet higher duties of his profession, against which the Welsh idiom of his English yet militates. With equal tact and zeal he has thrown it into large classes, alternately seated in squares, standing in circles, or placed at a group of parallel desks, according to an active rotation of duties, which changes the exercises every half-hour. I cannot hesitate to recommend him two pupil-teachers, in addition to the one whom he found in the school.

26th JULY.—*Penrhyn deu Draeth*. (Boys and Girls 50, P.T. 1.) This school would be much larger, but for the want of space on the premises. The progress made in it during the past year is very remarkable. Every portion of it is now under a vigorous course of instruction, adapted with great judgment to the ages and capacities of the children. The upper portion of the school is well advanced in every respect, and the lower parts of the school have not only active and intelligent technical instruction, but also enjoy the advantage which I have been long advocating, of pleasing and instructive object-lessons, carried on in English, illustrated and explained by Welsh, in a true spirit of investigation. With better premises this will become an important, as it is already a valuable, school. APP. II.
Penrhyn deu
draeth.

27th JULY.—*Festiniog, Slate Quarries*, B.S. (Boys and Girls 58, P.T. 1.) This school has recently experienced a change of teachers, and is in a state of comparative ruin, the teaching which is in any degree intelligent being limited to too few of the children; while throughout the rest of the school the operations are merely mechanical, upon the English language, without any good use of the vernacular tongue to vivify it. Neither did the general tone and appearance of the school promise, by their spirit and neatness, any immediate revival of its vigour. One pupil-teacher has been withdrawn, being the late teacher's son, to accompany his father to the Holyhead school; and the numbers or condition of this will scarcely justify a new appointment in his place. Festiniog.

28th AUGUST.—*Rugby, Wesleyan*. (Boys and Girls 93, P.T. 2; Infants 80, P.T. 1.) These schools have not been in existence more than a year; the infant school not so much. The former, however, is already in the highest condition, whether in respect to organization, methods, order, tone, or progress, and has every claim to assistance by pupil-teachers, in addition to that which the master will receive under his certificate. The infant school has a teacher of the best endowments and of easy command, combined with great gentleness, but wants revision in regard to organization and methods, to exercise the full power which it should have over the great body of the children; and yet it is a fair school of its class. Rugby.

29th AUGUST.—*Birmingham Unitarian Domestic Mission Schools*. B.S. (Boys 116, P.T. 3; Girls 70, P.T. 1.) The boys' school has experienced a marked progress in the course of the last nine months, which proves its teacher to be engaged in a vigorous course of self-improvement, with an immediate view to the advancement of his charge. The classes are now essentially sound in all the upper portions of the school; and it is only the lower third which yet wants re-construction in regard both to organization and methods; a task which will be greatly facilitated by granting the services of a pupil-teacher or two, in addition to the one who has been the master's sole assistant in the recent changes; his capacity to use such aid to a good purpose being demonstrated. The girls' school has experienced improvement within the same period, but not to the like extent; its operations wanting vigour to give full effect to the good order, and tone, and general design which it exhibits. It claims, however, to receive one pupil-teacher, and the able committee will not fail in their trust towards her and the school. See 4th December, 1849. Birmingham.

30th AUGUST.—*Birmingham and Edgbaston Industrial Girls' School*. (Girls, 79, P.T. 2.) This is essentially a good school; a new teacher having been appointed, who, in addition to the capacities possessed by the former, is capable of undertaking the instruction of pupil-teachers, and has already given renewed vigour to that of the school generally. Birmingham
and Edgbas-
ton.

2nd SEPTEMBER.—*Talgarth*, B.S. (Boys and Girls about 100.) I was urged by the promoters of another British school in North Wales, also largely interested in this parish, to visit it in the course of my tour through the southern part of the principality, to afford such testimony as I could towards a combination which was in treaty between the supporters of this and of the national school of the parish (each having an insufficient subscription-list) for the joint support of one good parish school, on an efficient scale, with the aid of annual grants from their Lordships, and of Talgarth.

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Talgarth.

one towards the expense of building, which was duly promised some time ago to the British school, but has never been taken up for want of the payment of every other cost of building which would not be covered by the grant itself—a precedent condition to its reception. I visited the school (closed for the harvest) as also the vicar and some others most actively concerned in the promotion of education in the neighbourhood, but found no clear ground for the co-operation which is so desirable, notwithstanding that the minds of all are pervaded by a kind and liberal spirit towards each other, and towards the work of Christian education itself. It had been proposed to form a committee, representing the subscribers of whatever denomination, which should be composed one-half of Churchmen and the other of Dissenters, and should appoint by their joint suffrages a Churchman for a schoolmaster. But the negotiation came to a close when his appointment, as well as the fact of his belonging to the Establishment, was claimed for himself or the members of the latter by the vicar, and with the less hope of any revival of the negotiation, because the present teacher, who is in good repute, is a Dissenter, and would under either arrangement have at once to be removed simply as such, without any express fault, to the great pain of the subscribers in the dissenting congregations. These alone, however, appear as yet to be unable to pay the sum required to meet their Lordships' building grant, and are not in a condition, therefore, while their school is involved in debt, to avail themselves either of the annual grants, which their school might otherwise, with its present teacher, at any time claim, and in substitution of which they are quite unable to make up any mentionable amount of subscriptions. Meanwhile, negotiations, I am informed, are on foot for separate annual aid to the Church school, which, however, cannot be obtained without an amount of effort which it will be very difficult to make in regard to the fabric and appointments of the schools, as well as the engagement of teachers at salaries to command efficient services. At present, therefore, it appears to be impossible to bring their Lordships' recent minutes into operation in this parish, although co-operation would at once command their aid, and either party might, with such aid, support one powerful school at a moderate expense, if they would take either the boys or girls exclusively, since a large proportion of it would be borne by the fees paid for the children of the little farmers in the surrounding country, which is in great want of such a centre of civilization as both would afford. I describe the circumstances as affording an example of the numerous cases of large villages or small towns in which this division of interests is deeply injurious.

Blaina.

3rd SEPTEMBER.—*Blaina*, B.S. (Boys 100, P.T. 2; Girls 100, P.T. 2.) This school, maintained by the firm of Cratwell, Ellies, and Company, for the people of their works and the neighbourhood, has made progress within the last year, but not to the extent which might be expected from the capacities of its teacher, partly through its peculiar external circumstances and the changing character of the attendance. It is desired to increase the teaching power in the girls' school by the employment of pupil-teachers in it as well as in the boys'; and to this there can be no objection, provided that the teacher in the boys' school, who is the husband of the mistress, becomes responsible for their intellectual progress, as, indeed, for that of the girls' school generally; the teacher in the latter, who is his wife, being amply competent to act as his assistant, although not fully trained to school management. This he will undertake, as she will also, to superintend, or be present at, every exercise of the female pupil-teachers, whether in or out of school hours. The two top classes of the boys' school are sound and vigorous, and the general scheme of both schools is good; but it requires to be carried out with greater energy in the daily routine of the lower part of the boys' and the whole of the girls' school, to give them a high character as places of education in the best sense.

Cardiff.

4th SEPTEMBER.—*Cardiff*, Wesleyan. (Boys 95, P.T. 2; Girls 50.) During the past year, the boys' school has improved in wholeness of organization and methods, and the consistency, therefore, of their results. It is a good school throughout, and will be exemplary when the separate collective teaching

of the little ones shall be conducted with somewhat more spirit and finish. The middle portion of the girls' school is thoroughly good; the lower requires more training, and the higher better attendance and discipline. APP. II.

5th SEPTEMBER.—*Bridgend, Wesleyan*. (Boys and Girls 80, P.T. 2.) Bridgend.
This is an honest and good school, on the Glasgow plan, in which great improvement will be rendered possible by the appointment of two pupil-teachers. Its general views are just, and its management zealous; but its organization requires completion by the division of the large gallery into sections for collective instruction, and its methods higher finish to secure a genuine collectiveness of attention, and consequently a due accuracy and equability of progress among the children generally.

5th SEPTEMBER.—*Maesteg (Borrington), B.S.* (Boys 95, P.T. 2; Girls 100, P.T. 2.) Maesteg
Borrington.
Here are all the elements of a good school, including young and improving teachers, and kind and encouraging management; but they require working up with greater energy. The organization, methods, and discipline of the boys' school all require a vigorous revision, to give to its manners, exercises, habits, and progress the neatness which they should present where a young teacher has two pupil-teachers to assist him, after due allowance has been made for the peculiar remoteness and rudeness of the place, and the difficulties of language, since these do not prevent a few top boys from being thoroughly well instructed; and something like a similar zeal is required for the education of the whole mass. The girls' school is in superior tone and discipline, with reading classes not only completely organized, but in high activity, with the best methods; but the instruction, in both writing and arithmetic, now requires extension and invigoration; and the careful vivification of the language lessons on common things to the little ones, through the Welsh idiom, would contribute much to the essential vigour of their training, especially if associated with a steady cultivation of their perceptive faculties.

6th SEPTEMBER.—*Swansea, B.S.* (Boys 160, P.T. 5; Girls 120, P.T. 3.) Swansea.
The boys' maintains its position as the best of the old Lancasterian schools in South Wales; but the bonds of old mechanical habit tend strongly to restrict its progress towards the use of methods which shall not only have a mechanical finish, but be instinct with a logical purpose of making every exercise intelligent, and a subject of useful training to the faculties. For want of this, the exercises of the school generally are more mechanical and less invigorating than they might be with its present force of pupil-teachers; and yet the general industry, order, and tone of the school are admirable. The girls' school maintains the improved position to which it had attained a year ago, but has not advanced beyond it, through the want of a more quiet and searching zeal, in place of a rather noisy activity, in the operations of the several classes, entailing a degree of indistinctness in the instruction, as it affects the minds of the children, which ought not to be found in any school, much less in one possessed of a rising force of pupil-teachers.

9th SEPTEMBER.—*Sketty Infant School*. (Boys and Girls 80, S.M. 2.) Sketty.
This is a thoroughly good school, in tone, discipline, methods, and progress; and it is difficult to conceive how better service could be rendered to our village populations, especially those of the principality, than by the multiplication of such happy scenes of healthful discipline. The criticisms to which it is liable are merely of detail, as in the better economy which might be effected in the services of the teacher, or the stipendiary monitor employed in the reading classes, who should superintend the whole, moving from one to another, especially for the interrogatory part of the exercise, rather than confine herself to one.

9th SEPTEMBER.—*Singleton School*. (Boys and Girls 25.) Singleton.
The tone, progress, and character of this pretty model dame-school are as unimpeachable as the taste of its cottage home, situated in the domain of J. H. Vivian, Esq., M.P., for the people dwelling within the limits of which it is almost exclusively designed.

10th SEPTEMBER.—*Hafod Copper Works School*. (Boys 185, Girls 167, Hafod.

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Hafod.

Infants 202.) This school, supported entirely by Messrs. Vivian, has changed teachers since my last visit, and is now in thoroughly sound condition, as a monitorial school on the general plans of the British and Foreign School Society, with an enlarged top class, well grounded by the master himself. The organization, plans, and methods of the school are all good, but require to be carried out with greater energy and completeness than is exhibited by the mere boy-monitors employed under the teacher; and yet the progress recently made in the habits, manners, language, and intelligence of the children, is, under the circumstances, quite satisfactory. The girls' school, also, has changed teachers, but with far less happy results; for, though it is in good mechanical order, while under the general command of its teacher, the methods pursued in its classes are so defective as to sustain the attention imperfectly to a very moderate course of instruction; while the general tone of the management is harsh, and repulsive. The infant school, which retains its former teacher, has made excellent progress in English, order, and cleanliness; and wants only a little adult or adolescent assistance to make its sectional teaching thoroughly good in three different portions, and become an exemplary institution. Its success is already sufficient to decide the value of this class of schools in the struggle against the peculiar difficulties of language especially, which lie in the way of the instruction of the poorer classes in Wales.

Llanelly.

11th SEPTEMBER.—*Llanelly Copper Works*. (Boys 120, P.T. 3; Girls and Infants 80, P.T. 1.) Since my last visit to these schools, built and supported on a liberal scale by Messrs. Neville, the master of the former has been for two months at the Church Normal School at Carmarthen, and there obtained his certificate; and an entire change appears to have come over the spirit of his work, which is now carried on in the best tone, and with equal vigour throughout the school, alternately in monitorial drafts and in three large sections of nearly equal numbers and progress; the former for the more, and the latter for the less technical branches of instruction. I can have no hesitation, therefore, in recommending this school for the reception of pupil-teachers; with the distinct understanding that a due proportion of the power thus contributed shall be employed in the training of the lower third of the school, composed in great part of children of infantile ages, who require to be brought through a second infancy in the acquisition of a second language. The girls' school was formerly an infant school, but the elder girls, who were formerly with the master for writing and arithmetic, are now entirely under the care of the mistress of the school, while the little boys have been removed to the master's school. The girls show a decided progress in cleanliness, order, and plain needlework, and some in the different branches of elementary education; but more complete system and methods are essential to a vigorous collective training of so large a number of young people together; the present instruction being essentially individual and incomplete, though honest and intelligent.

Carmarthen.

12th SEPTEMBER.—*Carmarthen, B.S.* (Boys about 50.) This school, occupying vile premises over the town shambles, is for the moment a complete wreck; but a handsome edifice for the accommodation of British schools for boys and girls respectively, with a teacher's house attached, is now nearly completed, with the aid of a grant from their Lordships, on an ample and convenient site, and new schools will there be commenced on a scale and in a spirit worthy of the importance of the town, and the central situation in South Wales which it occupies.

Narberth.

12th SEPTEMBER.—*Narberth, B.S.* (Boys and Girls 28, S.M. 1.) This school maintains but a feeble attendance in the face of a large national school, well supported, in great part by endowment, and further aided by their Lordships; but is, nevertheless, very meritoriously conducted by its worthy, though almost unrewarded, young teacher.

Pembroke Dock.

13th SEPTEMBER.—*Pembroke Dock, B.S.* (Boys 185, P.T. 4; Girls 140, P.T. 3.) These are thoroughly well-organized schools, using the best methods with zeal and activity, and the effect will be fully commensurate when they are worked with careful "revision" of the instruction which is being conveyed.

The progress in the ordinary branches of an elementary education, in reading, writing, and arithmetic, is perfectly satisfactory throughout; and quite as much in the girls' as in the boys' school, where the reading and questioning require greater care and neatness. The next steps in advance will be by making the lessons in geography, grammar, and common knowledge, fall with a more "training" effect upon the minds of all the children in the sections in which they are conveyed; to which end the augmenting abilities of the well-taught pupil-teachers of both schools will greatly contribute. These are among the best schools of the class existing anywhere in the principality.

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Pembroke
Dock.

17th SEPTEMBER.—*Llandovery*, B.S. (Boys and Girls 122, P.T. 2.) This is one of the schools recently built with aid from their Lordships, and forms a handsome pile, comprising, with the large room divided down the middle into separate portions for boys and girls respectively, a good infant school-room, and a substantial teacher's house. The infant school is temporarily discontinued until a skilled teacher can be provided; but the larger school is in full operation under a teacher of good capacities but defective training. The tone of gentle and affectionate confidence which prevails throughout the school, and the progress which its reading classes especially are making, argue well for the success of his efforts to redeem the defects entailed by the latter, and challenge the aid of pupil-teachers, whom he is qualified to instruct, while revising and completing his own attainments, for the purpose of obtaining a certificate. With a greater finish to the reading classes, new methods in those for arithmetic, and higher neatness, not only in the writing, but also in the mental exercises generally, this may yet, with so ardent a teacher, become a superior school.

Llandovery.

18th SEPTEMBER.—*Pennal and Towyn*, B.S. (Boys and Girls 52, P.T. 1.) This is a school recently erected in the village of Pennal, but within the parish of Towyn, chiefly through the liberality of Captain Thurston, of Tŷgarth, who gave the site, and is the principal patron of the institution. The teacher and pupil-teacher are both from the school at Bryn Crug, and here continue in the course of devotion to their duty, upon which I have there had repeated occasion to report. I feel, with its teacher, the imperative demand in the Welsh schools for books containing, with the English text, illustrations of it in Welsh, for the use of the monitors, at first copious, and amounting perhaps to duoglot, and gradually declining to a mere explanation of the more difficult words and phrases, and terms of art or science. When these are supplied, we may demand a far more vigorous and efficient course of training for the younger children in the schools, than it is yet possible to claim for them with any hope of success.

Pennal and
Towyn.

19th SEPTEMBER.—*Dolgelly*, B.S. (Boys 60, P.T. 1.) Here are all the resources for a good school, whether in premises, materials, committee, master, or children, and yet it does not exist—in great part through all chance of wholeness being destroyed by a higher-paying class of boys forming virtually a separate school of individual instruction at the upper end of it, while the remainder form a separate lower school equally without organization, but more numerous, with inferior subordinate agency to teach it, and therefore more disorderly. Little good was doing, therefore; but the committee and the teacher agreed with the inspector in heartily deprecating this state of things when pointed out, and have undertaken in good earnest to reconstruct the institution on a basis more adapted to the public service of the place, in which they hope the master will be aided by a pupil-teacher, which I do not hesitate to recommend, for he is well qualified by ability and attainments to the education of one.

Dolgelly.

20th SEPTEMBER.—*Dyffryn*, B.S. (Boys and Girls 112, P.T. 2.) This school has recently been raised for the remote district of Dyffryn Ardudwy, bordering on the Merionethshire shore of Cardigan Bay, and is intrusted to an untrained native teacher, but one whose exertions have been long and untiring to qualify himself for the task he has here undertaken. The organization, and methods, and progress of the school are very fair throughout, though a higher finish of neatness should gradually be attained in all the exercises; and I doubt whether it be the purpose of the parents of the children to allow any portion

Dyffryn.

- APP. II.** of their time to be employed, as some of it is here, in simply copying *Welsh*, that they may learn to *spell* Welsh; "because it is a great reproach to our people that they can read English when they cannot write their own language;" for the day-school means equally the English school in their apprehensions, and they are sorry to see any of the too brief time for which they can send their children all devoted to an accomplishment to which they can attain at any time. More idiomatic English, and a higher use of it in questioning, are the next great wants of this generally good school.
- Dyffryn.** 23rd SEPTEMBER.—*Portmadoc Infant School*. (Boys and Girls about 25.) This school may be regarded as the revival by Mrs. Holland of one which owed its chief support for a number of years to Mrs. Williams. It is simply an improved dame-school, but will shortly be superseded by an infant-school on the best methods, which all the neighbouring persons of influence are combining to erect under the patronage of Mrs. Madocks, and Mrs. Gwynne, whose trustees have assigned an admirable site for the purpose, affording an opportunity of adding successively a teacher's house and a girls' school. These institutions, towards the organization of which I was grateful to have the opportunity of devoting a few hours, will, with the flourishing British Boys' School of Tremadoc, form a group of schools calculated, both directly and indirectly, to exert an important influence among the purely Welsh population of this remotest part of the principality—increasing in population, as it yearly is, through the increased working of the slate quarries among the mountains above.
- Portmadoc.** 27th SEPTEMBER.—*Llangollen, B.S.* (Boys about 80, Girls about 60.) A rapid glance at these schools, which occupy good premises, erected with the aid of a grant from their Lordships, proved both to have capabilities, which, however, require fostering, cultivating, and strengthening in every respect; the actual condition of the schools being low, the girls' in regard to vigour, and the boys' even in regard to tone and discipline.
- Llangollen.** 28th SEPTEMBER.—*Chirk, B.S.* (Boys 93, P.T. 2; Girls 80.) This school is precisely in the same condition in which I found it on the 14th of December last; exhibiting exactly the same excellencies of technical progress and the same want of higher "training" throughout. The girls' school has recently received pupil-teachers, as a Church school, and will, therefore, be duly reported by the Rev. H. L. Jones. See 14th December, 1849.
- Chirk.** 1st OCTOBER.—*Oswestry, B.S.* (Boys about 70; Girls about 50.) This school appears to be in the same state of inferior vigour in which I found it some years ago, notwithstanding the liberal contributions made by its committee.
- Oswestry.** 1st OCTOBER.—*Wrexham, B.S.* (Boys 90.) This school, situated beneath the Independent Chapel, is now under an untrained Scottish teacher of zeal and natural ability; but having no organization or methods above those of an ordinary village school, the considerable numbers who attend it can make little progress in anything; while the more recently founded British school for boys in another part of this same town, is closed altogether. The girls' school, on the same premises with the latter, is still in being, though feeble. A combined effort appears to be greatly wanting in this town.
- Wrexham.** 3rd OCTOBER.—*Middlewich, Wesleyan*. (Boys, Girls, and Infants 46.) This, which at the date of my last had a certificated teacher in it, is now virtually in abeyance, until an accumulation of debt shall have been reduced; and a smaller school is in the meantime maintained at an expense of only 17*l.* 10*s.* per annum, under the management of a young female teacher of industry and energy, acquainted with the leading features of the Glasgow system. The little ones appeared to be in good order, and making fair progress. A glance at the British school in the same town, held in a disused chapel, showed it to have capabilities.
- Middlewich.** 3rd OCTOBER.—*Ozer Lane, Winsford, Wesleyan*. (Boys and Girls 78, S.M. 2.) The progress made since the date of my last visit is very remarkable. It is now a very sound school of elementary instruction, whether in regard to tone, discipline, or advancement; and is the more creditable to its teachers and promoters because of the special backwardness of the surrounding population.
- Ozer Lane.**

4th OCTOBER.—*Northwich, Wesleyan*. (Boys and Girls 82, P.T. 2; Infants 60.) The boys' and girls' school has made in the course of the past year the steady progress which was anticipated in my last Report from the earnest labours of its teacher, facilitated by a fair supply of books and materials, and which has been accompanied by some progress in the clearing and repairing of the premises upon which it is held. The infant school has a faithful but wholly untrained female teacher, and is, therefore, a very feeble institution of its kind. If the master's wife, who teaches the girls sewing, had charge of this school, and could be allowed a female apprentice for its service, to receive her higher instruction from the master, the latter, who has been accustomed to infant management, would soon render it worthy of the rest, and a credit to the connexion. APP. II.
Northwich.

4th OCTOBER.—*Runcorn, Wesleyan*. (Boys and Girls 115, P.T. 3; Infants 133, P.T. 1.) The tone of this school and its attendance, appeared, at the date of my visit, to be considerably lowered by the circumstances attending a change of teachers; and the examination appeared to evince a consequent want of order and accuracy in the attainments of the children, and of a higher tone of duty and correctness of method in the instruction of the several classes, which will probably be supplied by the appointment of a new teacher, with the best guarantees as to his qualifications. The infant school is precisely in the state in which I found it last year, under a female teacher of sufficient education and capacities in every respect, but overburthened by numbers, whom she has not proper assistance or sufficient command of methods to keep simultaneously in disciplined employment. Runcorn.

8th OCTOBER.—*Tintwistle, B.S.* (Boys and Girls 125, P.T. 2.) This school has improved in the past year; but, considering the assistance which it enjoys, should exhibit renewed efforts to draw out the minds of the children into kindly and spontaneous exercise, as well as to convey to them the first arts of scholarship. To this end its simultaneous instruction should be simplified and given, not to the whole school, but to appropriate sections, and a greater degree of life be thrown into all the oral instruction, and a greater alertness to its reception be elicited. The general views and tone of the school are good, and the infant section has very promising features. Tintwistle.

9th OCTOBER.—*Dukinfield Factory School*. (Boys and Girls 215, of whom about two-thirds are for half-time only, P.T. 3.) This is one of two schools in the Dukinfield suburbs of Ashton-under-Lyne and Staleybridge respectively, which are managed by a joint as well as by separate committees, and are at once factory schools for certain mills, and British schools for the population generally. The present is in that part of the township of Dukinfield, which adjoins to Ashton-under-Lyne, and is a thoroughly efficient school of elementary instruction on the British system, according to the appliances which it has heretofore possessed. In this respect, therefore, it is an example of factory education, and in fact of general instruction, for the surrounding country, in which the day-school has never yet attained to its proper station and regard. It has every claim, therefore, to assistance by pupil-teachers, and to some indulgence in the numbers assigned to it, which should be, perhaps, in the proportion of the whole number in ordinary attendance, although two-thirds of it are only half-timers—the latter demanding more labour to instruct them than half the number attending for the whole day. With such assistance, both the committee and the teacher hope to accomplish an improvement in the general vigour of the children's education, rather than on the elevation of its scope, which will be extensively felt in the neighbourhood. Dukinfield.

10th OCTOBER.—*Stockport, B.S.* (Boys and Girls 108, P.T. 3.) The reading-classes of this school are in very good condition, and the management of the lowest of them, with the aid of a letter-box, quite exemplary; but the arithmetic classes are in a relatively inferior condition; and yet the general state of this school is such as ought to command a larger attendance from so numerous a contiguous population, the want of which I can explain only by the general indifference to the day-school exhibited by the manufacturing populations of the north. See 10th December, 1849. Stockport.

11.
Macclesfield.

11th OCTOBER.—*Macclesfield British, &c.* This town has several national schools reported to be of fair vigour, but with the usual small attendance (considering the magnitude of the surrounding population) which characterizes the schools in the manufacturing towns of the north of England generally. The British schools are one attached to a dissenting place of worship, and one for boys and girls respectively, located in different rooms of the great pile which accommodates the enormous general Sunday-school of Macclesfield. This latter appeared, at a rough glance, to be of the usual character of those which maintain a struggling existence amidst the wastes of Sunday-school furniture in many towns of the manufacturing districts. And there is little likelihood of application for public aid being made on their behalf, unless quite a new view of the value of the day-school to the education of the people at large, were to be called forth. One very interesting and valuable portion of the popular education of this town consists, however, in the Macclesfield Society for acquiring Useful Knowledge, a real "Mechanics' Institute" under that name, which has been in existence for about 15 years, under the presidency of John Brocklehurst, Esq., M.P., and the evening classes of which are, in their humble but living energy, a model of that instruction for the youthful workpeople in the manufacturing towns and districts, for which increased opportunities are now afforded by the further statutory limitation of their hours of labour. These classes are for reading and writing, for arithmetic, grammar, mathematics, stenography, dictation and elocution, drawing, and geography and history. They are conducted by young persons, who have obtained their chief intellectual advancement from the institution itself, and are numerous and zealously attended. Such classes as these are likely to become a reading part of the popular education of manufacturing localities, and it is a grave question with some of their promoters whether they ought not to solicit their Lordships' regard and assistance to give them greater efficiency and wider application.

Tunstall.

17th OCTOBER.—*Tunstall, Wesleyan.* (Boys and Girls, 130, P.T. 3.) This school, although it has experienced a change of teachers, is in nearly the same working efficiency in which I found it a year ago, and precisely upon the same plan, which it will not be easy to improve. The discipline, neatness, and even cleanliness of the school, admit, however, of considerable improvement; and it will be a subject of constant solicitude to keep the methods and even the matter of the instruction up to their present standard. The numbers exhibit a decided tendency to increase, and the zeal of a member or two of the committee are a guarantee of the school's continued success. See 12th December, 1849.

Burton-on-Trent.

18th OCTOBER.—*Burton-on-Trent, B.S.* (Boys 150, P.T. 4, Girls 80.) The boys' school, during the year and a half since last I saw it, has been so much advanced by its persevering teacher, with the aid of his stipendiary monitors that I can no longer refrain from ranking it as a first-class school, though its old want of alertness in the reading classes, and of more cultivation of the perceptive faculties among the little ones, are not yet wholly removed. The attainments of the stipendiary monitors themselves, whether as students or teachers, being brought up to the standard of pupil-teachers of the like standing, I am no longer in a position to refuse to recommend to their Lordships that their indentures should be cancelled, and a complete set of indentures as pupil-teachers substituted; these being graduated according to the merit of the youths, as indicated in the report upon each; for the master now shows himself fully competent to the pupil-teacher course, and his staff will otherwise be broken up, in a time and place where employment is so abundant, by the uneasiness of the parents, some of whom came to me in great anxiety about the prospects of their children. The girls' school is in precisely the same state of weakness in which I have repeatedly had to report it; but the success of the employment of stipendiary monitors in the boys' school, encourages the committee to look for similar results in the girls', if the master, whose wife is the mistress of the girls' school, can be permitted, as he may, to undertake the education of a pupil-teacher or two for it, while his wife retains the command of their services, and the unceasing guardianship of them during the hours

of their special instruction by him as well as those of the school's ordinary occupations. APP. II.

21st OCTOBER.—*West Bromwich, Wesleyan.* (Boys and Girls 150, P.T. 3; Infants 100, P.T. 1.) The boys' school has undergone steady improvement in the course of the past year, and I cannot now hesitate to recommend the apprenticeship of pupil-teachers in it, to enable its young and zealous teacher to complete its reorganization into distinct sections, subdivisible into drafts for the more technical exercises, and to employ its well designed methods with higher accuracy and effect throughout, to the general improvement of its habits and manners. These can be raised but slowly, however, owing to the peculiar rudeness of the district, and an irregularity of attendance so great, that the number leaving in the course of a year is about equal to the whole attendance; their places being more than fully supplied by others, prepared, as a rule, to show the like inconstancy. The infant school has been entirely re-constructed under a well-educated young female teacher, and wants only a revision of its methods, and division of its gaily instruction into lessons appropriate to the two distinct sections into which it is properly divisible, to become a valuable institution; order, neatness, propriety, and affectionate zeal and industry already pervading it. See 5th December, 1849.

22nd OCTOBER.—*Hill Top, West Bromwich, Wesleyan School.* (Boys Hill Top. 153, P.T. 3; Girls and Infants 120, P.T. 1.) This school has continued in the course upon which it was embarked when I saw it towards the close of the past year, but its monitorial classes are too large to be worked with effect by monitors of the quality and the training of those employed in them; and it would be far preferable to sectionize the school under the master and pupil-teachers, with small subordinate drafts for the employment of monitor assistants, under the most active superintendence and direction, in the more technical exercises. Still there is a large amount of technical progress, though the training effect of the school, for want of complete organization, and a more accurate and energetic use of its fairly designed methods, is not such as to cope effectually with the rude manners and irregular habits of a very backward neighbourhood. The devoted character of the teacher, and his fair attainments, challenge, nevertheless, every assistance and encouragement to overcome these difficulties, and I beg to recommend, therefore, that he receive two new pupil-teachers in addition to the one whom he now has, and whose services are certainly not alone sufficient to meet the want which he has to supply. The girls' and infants' school is very pleasing in tone, discipline, and manner, and in the management of the little ones quite sound; but the methods of the higher classes want revision, and their instruction, therefore, more vigour in every respect, except in the needlework, which appears to be very good throughout. See 7th December, 1849.

23rd OCTOBER.—*Bilston, Wesleyan.* (Boys and Girls about 99, P.T. 2.) Bilston. This school has just been re-opened with every prospect of success, if it can receive the aid of the two pupil teachers for which it petitions; for such is the irregular resort to day schools habitual among the population, that the monitorial agency to be found in them is of no mentionable value; and the only hope of conducting a numerous school, therefore, with success, is with the aid of apprenticed assistants, who are offered in this instance, in children trained by the teacher at his last school in a distant part of the kingdom; the rude but far more highly paid labours of the mine and the furnace being here much preferred, both by the young people and their parents, to the penury and confinement, as they conceive it, of the school.

23rd OCTOBER.—*West Bromwich, Carter's Green, Independent.* (Boys about 100; Girls and Infants about 120.) Carter's Green. My visit to this school, owing to an accidental excess of engagements, was hasty (and my statistics are therefore imperfect); but it was sufficient to enable me to observe a marked progress in both schools, since their removal to the premises of the Sunday schools, formerly the chapel of the Independents, from the mean and insufficient tenement in aid of the erection of which the Treasury allowance from the Parlia-

- APP. II.** mentary grant for school buildings was injudiciously expended. The boys' is a fair British school for such a district, though it yet wants higher vigour; while the girls' and infants' department is conducted with remarkable tact and energy by a newly appointed teacher, who has it in high condition and sound progress. See 6th December, 1849.
- Carter's Green.** 23rd OCTOBER.—*Ettingshall, Wesleyan.* (Boys and Girls 90, P.T. 2.) This school is essentially a good school, though its plans and methods require all to be carried out with more vigour and accuracy. See 6th December, 1849.
- Ettingshall.** 24th OCTOBER.—*Summit Foundry, West Bromwich, B.S.* (Boys 70, P.T. 1; Girls 84, P.T. 2.) The boys' school was redeemed from the unsatisfactory state in which I had to report it on the 16th of August, 1849, by a change of teachers at Christmas last; and it already presents every aspect of a vigorous and improving monitorial school, with a teacher bent on self-improvement as well as the advancement of his charge, and one, therefore, for whom I cannot hesitate to recommend the assistance of a pupil-teacher, under their Lordships' patronage. It is almost impossible, however, to find boys of the proper age to accept the office, as there are scarcely any in the school more than 11 years of age, and to keep them in it until they are 13, involves the sacrifice of several years of lucrative employment to place a child in one which, after all, is not so well paid as the ruder labours to which, therefore, all the regards of this thoroughly rude population are directed. The girls' school has made steady progress since the date of my first visit, and it is now a thoroughly good one in plan, method, tone, and spirit, with every claim to aid by pupil-teachers; and several candidates are duly qualified.
- Banbury.** 25th OCTOBER.—*Banbury, B.S.* (Boys 130, P.T. 2; Girls 90, P.T. 2.) The boys' school, under a new teacher, has been completely reorganized on the old British plan, and a healthy life of instruction is beginning to circulate through all its drafts, under the management of a young teacher, whose capacities and disposition to improve by experience are such, I trust, that I cannot hesitate to recommend his receiving pupil-teachers. The girls' school has steadily improved since my last visit, and claims the same favourable regard. See 17th May, 1850.
- Nantwich.** 28th OCTOBER.—*Nantwich, Wesleyan.* (Boys, Girls, and Infants, 180, P.T. 3.) This school may be considered to have made a fair year's progress; having been carefully reorganized in four sections, each divisible into two classes, and then again into two drafts, while the methods have been completely revised and corrected. And yet the result presented throughout the school is not commensurate with the powers of its certificated teacher, for want of their neater and more correct application in detail, in an affectionate solicitude for the progress of the children from the infant classes upward, rather than a condescending view from the top of the school downward, with the effect of presenting the matter of instruction to their minds generally in too concrete a form, and without that minute attention to the details of the work which are essential to make its reception clear and accurate, and therefore of high "training" value. The infant department, under the teacher's wife, is, in this respect, a model to the rest of the school, which wants but this element to take the high position which it challenges but does not yet command.
- Audley.** 29th OCTOBER.—*Audley, Wesleyan.* (Boys and Girls 100, P.T. 3.) This school has been reorganized in sections, subdivisible into drafts, and is worked with great activity; but for want of a spirit of system, neatness, and order, its discipline is lower, and its instruction less complete and equally diffused than it ought to be. The pupil-teachers are well advanced, and are very promising youths; and with ample material for an excellent school, it is to be regretted that any main element of success should be neglected as it is.
- Burslem.** 30th OCTOBER.—*Burslem, Wesleyan.* (Boys 80, P.T. 2.) This school has been entirely remoulded since the date of my last visit, and forms four sections, subdivided into monitorial drafts for technical exercises and practice, but united again for collective instruction by the master. The methods as well as the organization are generally good, but they want carrying out with more kindly

accuracy in the upper part of the school, and more neat discipline in the lower. The arithmetic is the best part of the instruction, and this is good throughout; but the progress of the children is not commensurate with the activity employed for want of more kindly accuracy and more genuine collectiveness of attention in the working of the sections as well as of the drafts. Still the school is greatly improved, and appears to be still improving; and there is quite ability in the master for the technical instruction of the pupil-teachers, whose apprenticeship to him is recommended.

APP. II.

Burslem.

31st OCTOBER.—*Team*, B.S. (Boys 80, P.T. 2; Girls about 50; Infants Team, about 80.) This school has experienced a very great improvement in the past year, and is now thoroughly vigorous throughout; the only improvements which I would still suggest being a more active neatness in the arithmetic classes, and an extension of the training of the younger children in a knowledge of common things. It is now worked in four permanent sections, in which the children are classified by their general progress, without being reclassified for each branch of instruction. With ample teaching power, this works well. The school is entirely supported, together with girls' and infants' schools in the same village, by the liberality of the firm of Messrs. Philips. The girls' school is in good tone and discipline, but its instruction, except in needlework, appeared to be making a progress scarcely commensurate, owing to the want of training to complete methods on the part of its mistress. The infant school is a thoroughly good one, under a young and zealous teacher, trained at the Home and Colonial Society's School. Its upper portion showed knowledge of their own country superior to that to be found in half the schools for older children, and would have raised a serious question whether it were not the result of a forced system of rote teaching, but its perfect soundness, the legitimate processes of the children's thoughts and training throughout, and their health, order, and cheerfulness, gave the most satisfactory assurance to the contrary. The premises of these two schools are merely provisional.

General Report, for the year 1850, by Her Majesty's Inspector of Schools, J. D. MORELL, ESQ., on the British, Wesleyan, and other Denominational Schools inspected by him in the Northern and Eastern Counties of England.

MY LORDS,

In presenting to your Lordships another Annual Report on the Inspection of British, Wesleyan, and other Denominational Schools in the North-Eastern District of England, I would make one or two preliminary observations on the extent of the district itself, and the chief centres in which most of the schools referred to are situated.

The district includes 20 counties, a space which would of course prove quite unmanageable by one Inspector, but for the extremely limited extent to which your Lordships' Minutes have been adopted by British Schools throughout the agricultural portions of the country. The manufacturing districts, on the other hand, together with some of the larger inland and seaport towns, present a state of social development, in which the present advantages held out by the Privy Council appear likely to become more and more extensively accepted by those portions of the community, amongst whom I have the honor to labour.

To give some idea of the geographical distribution of the schools inspected during the last year, I subjoin a table in which the number situated in each county is arranged in four different columns. Column 1 gives the number of *British* schools; which term, however, I should say, here, includes schools of every species of organization, and belonging to all religious parties, besides most of those which are maintained by mill-owners or other manufacturers for the education of the juvenile hands, as provided for by the late Factory Act. Column 2 gives the number of Wesleyan schools under inspection in the same counties, most of which are organized on the Glasgow system, and are instructed in the authorized catechism of the connexion. Column 3 gives the total of individual schools of all kinds; and as these comprehend boys', girls', and infants' schools *separately*, where there is an independent annual grant to each (although two, and in some cases three, may belong to the same institution), I have added a fourth column in which the number of institutions is specified which have come under inspection during the last year.*

Size of District.

Geographical Distribution of Schools.

* See Table, page 026.

LIST of British and Wesleyan Schools having Annual Grants in the North-Eastern District.

NAMES OF COUNTIES.	British Schools.	Wesleyan Schools.	Total Schools.	Total Institutions.	NAMES OF COUNTIES.	British Schools.	Wesleyan Schools.	Total Schools.	Total Institutions.
Lancashire . .	35	17	52	35	Bedfordshire . .	4	1	5	5
Yorkshire . .	14	29	43	35	Cambridgeshire	3	0	3	2
Durham . .	11	2	13	10	Huntingdonshire	0	1	1	1
Lincolnshire	4	7	11	7	Northumberland	2	0	2	2
Cumberland . .	5	1	6	5	Westmorland . .	1	2	3	2
Buckinghamshire	5	1	6	6	Hertfordshire . .	2	0	2	2
Derbyshire . .	6	1	7	4	Northamptonshire	1	0	1	1
Leicestershire . .	4	2	6	5	Norfolk . .	Two applications on hand			
Nottinghamshire	1	2	3	3	Rutlandshire . .	0	0	0	0
Essex . .	2	0	2	4					
Suffolk . .	5	1	6	4	Total . .	109	67	176	133

General Summary.

All these schools without exception have now annual grants, and all but three or four have pupil-teachers apprenticed in them. Beside these, however, there are 123 schools in the district which are subject to inspection from having enjoyed building grants, or supplies of books and apparatus. Most of these, I have no doubt, would esteem the inspection, if annually extended to them, as a favour and a benefit, but I have been obliged, by the pressure of work arising from those which possess annual grants, wholly to discontinue my visits to them; nor do I see the probability at present of those visits being resumed. The schools which must be inspected annually have now become so numerous (many of them also being so large as to require, with the examination of the pupil-teachers, at least two days' labour) that it is with some difficulty I can arrange to visit them all in the year, and at the same time keep pace with the present rate of increasing applications. The increase since the 1st of January, 1850, has been about 30, and I have good reason to think that it will not be less in the present and some future years; so that the necessity of a subdivision of the district is one which I shall be constrained ere long to press upon your Lordships' attention.

Amongst the schools actually inspected there exists of course a great diversity of excellence and defect, both in respect to the subjects of instruction and the mode in which that instruction is conveyed. The details of this will be seen in the tabulated list at the close of the present remarks; in the mean time the summary in the following page will give a general view of the average attendance of children, the position of masters and mistresses in reference to the Government certificate, the number of the pupil-teachers, and the average amount of scholars learning the different subjects there specified.

SUMMARY (A).

*. The results given in this and the following Table, being those of actual Inspection between 1 November, 1849, and 31 October, 1850, must not be taken as complete accounts of the Inspector's District.

Per Centage* of Children Learning										Per Centage of Children Aged																																						
Arithmetic as far as																																																
Number of Schools Inspected between 1 November, 1849, and 31 October, 1850.		45,305	21,417	19,782	467	1.4	2.39	1.09	75.2	14.9	25.8	50.4	41.6	30.75	4.82	9.26	16.2	18.26	29.22	21.06	Numeration or Notation.		Addition.		Division.		Compound Rules and Reduction.		Proportion and Practice.		Fractions and Decimals.		To Sew or Knit.		Grammar.		Geography.		History.		Vocal Music from Notes.		Linear Drawing.		Geometry.			
Number of Children present at Inspection.										Number of Pupil-teachers.																																						
Average Daily Attendance.																																																
Numbers of Children Accommodated.																																																
Number of Certified School-masters or Schoolmistresses.																																																
Number of Children present at Inspection.																																																
Algebra.																																																
Mensuration.																																																
Geometry.																																																
Linear Drawing.																																																
Vocal Music from Notes.																																																
History.																																																
Geography.																																																
Grammar.																																																
To Sew or Knit.																																																
Fractions and Decimals.																																																
Proportion and Practice.																																																
Compound Rules and Reduction.																																																
Division.																																																
Addition.																																																
Numeration or Notation.																																																

Per Centage* of Children										Per Centage of Children Aged																	
Writing.					Reading.																						
On Paper.		On Slates.			Holy Scriptures.		Easy Narratives.		Letters and Monosyllables.																		
Abstract or Composition.		From Copies.		From Dictation or Memory.		From Copies.		Book of General Information.		Holy Scriptures.		Easy Narratives.		Letters and Monosyllables.													
3.94		63.56		9.28		23.5		41.75		47.34		51.26		34.76		34.22											
17.97		17.32		17.33		15.53		12.6		9.91		5.6		3.74													

Taken on number present at Inspection.

The details of the income and expenditure of these schools are summed up in the following table, which, compared with the number of children as given in the preceding table, shows a sum of 17s. 5½d. as the average annual cost of education per child, independently of the expenses incurred in building school-rooms and of the assistance rendered by the Committee of Council on Education.

SUMMARY (B).

Aggregate Annual Income, as stated by Managers.						
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School Pence.	From other Sources.	Total.	
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	
220 3	3,050 15 11½	1,329 12 3½	9,919 4 8½	3,017 9 3½	17,537 5 9½	

Aggregate Annual Expenditure, as stated by Managers.			
Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.
14,075 2 1	1,467 16 0½	3,135 5 2½	18,678 3 4½

District Examinations of Masters and Mistresses

Since the last Report was issued, three examinations, two for masters and one for mistresses, have been held in my district, one at Manchester and two at York. Of male candidates (considering the number of schools under inspection, and the number of masters already certificated) there was a very fair attendance (somewhat exceeding 30), of which not quite the half succeeded in obtaining certificates of merit. Of schoolmistresses a much smaller number presented themselves, but those who did so passed the examination with remarkable success, the whole of the candidates having entitled themselves to receive a certificate of merit, on a satisfactory report being made of their capacity as *teachers*. The influence of these examinations has been very considerable throughout the country, in stimulating teachers of all classes to self-improvement. The field of study opened by them has appeared to some to be too extensive, tending to encourage a superficial acquaintance with a great variety of subjects, rather than a thorough knowledge of any one. This has been, however, in a great measure unavoidable, owing to the want of early education under which many of the candidates have laboured. So soon as a satisfactory acquaintance with elementary branches can be taken for granted, or seen to be involved in a higher knowledge of a few specially important subjects, the number of the subjects could be easily curtailed, and a more complete

investigation of them demanded. I cannot, however, refrain from bearing testimony to the zeal with which the teachers generally, amidst various disadvantages, and with arduous employment already on their hands, have applied to the work of preparation; how perseveringly they have endeavoured to overcome every obstacle; how successfully they have in many instances laboured for the prize; and how cheerfully in others they have borne a present disappointment for an ultimate good. The moral lessons thus learned, cannot, I think, be lost either upon themselves or their pupils.

The system of pupil-teachers, still remains one of the most interesting and important features in your Lordships' Minutes, and none, I believe, has had a great effect in raising the general tone of primary education through the country. So long as examples of a thoroughly efficient primary school were wanting, there was no wonder at the little zeal exhibited in the progress of education and in the improvement of the schools already existing. A single effective school, held up as a model to a district, is a *realized idea*, which places the entire problem of education to the minds of observers in a new light. To bring the mass of our population under such influences is seen at once to be an object worth all the effort and the sacrifice that can be directed towards it. This appears to me to be one of the first and foremost of the advantages which have been secured by the apprenticeship of pupil-teachers. Many other advantages are of course in reserve; but the mere fact of having by this instrumentality planted practically efficient schools here and there throughout the country—schools in which we are not wholly shut up to the formal mechanism of the monitorial system on the one hand, nor to the incessant waste of time consumed in drill, march, bad music, and dull routine on the other—this very fact, I say, renders the return to such methods and organizations a moral impossibility. The people themselves begin now to know what education is, and are not very likely to be again satisfied with an apology for it.

With regard to the pupil-teachers themselves, there is of course a great variety in their efficiency and progress, as there is in the circumstances under which they are placed. As a whole, however, they have considerably exceeded my expectations. Occasionally, indeed, it has been necessary to cancel the indentures, in one case, perhaps, from want of punctuality, in another from insubordination, in a third from manifest stupidity; but these cases have been extremely rare, while the proportion of those who have proved efficient, trustworthy, and of good intellectual qualifications has been very considerable. In some instances, indeed, I have feared that their health has suffered from long and anxious application to study, and in many others I well know the time devoted to their in-

Pupil
Teachers.

struction by the master has greatly exceeded the prescribed limits. I would take the present opportunity therefore of pressing upon the managers of schools the importance of inquiring from time to time into the health of their pupil-teachers, as a little care and relaxation might oftentimes prevent the serious consequences resulting from an overwrought state either of the mind or the nervous system.

Want of
Normal
Schools.

There is one point to which I cannot but look with some degree of misgiving and disappointment. I mean the arrangements, or rather want of arrangements, which at present exist for completing the education of the pupil-teachers, when their term of indenture shall have expired. With regard to those belonging to the Wesleyan schools, the want has been already foreseen, and amply supplied by the erection of their normal schools at Westminster. But there is a still larger number of pupil-teachers, belonging, moreover, to a constantly increasing class of primary schools through the north of England, for whose education no express provision is yet made. I cannot but think that it would be for the interest of the merchants and manufacturers of Lancashire and Yorkshire, those whose own prosperity and welfare depend so much upon the proper training of the working classes around them, those who, as the employers of vast numbers of the youth, are their natural guardians in the matter of instruction, those moreover who have already shown so deep an interest in the extension of a broad national system of education throughout the country—I cannot but think that it would be for their welfare to look to this defect in point of normal school instruction, and devise some plan for remedying the evils that must necessarily follow from it. On whatever system or basis schools may be founded to supply the present want, there must be masters who rightly understand their calling if any good is to be effected, and to supply rightly trained masters there must be institutions for the purpose. With the aid held out by your Lordships for encouraging the establishment of normal schools, and the vast resources of the North, I cannot think that the pupil-teachers will be long without the means so necessary for completing their preparation for the duties to which they are looking forward.

It is a weighty question in connexion with the future welfare of our country, how far the efforts now used are overtaking or are likely to overtake the educational requirements of the population. Your Lordships' Minutes of 1846 were based upon the unquestionable fact that the voluntary education hitherto supplied had grown out of the religious development of the country, and that by support derived from Government aid it might grow up to the full extent of the requirements of the community. However good reasons there might have been to justify such an expectation, the end is at present very

far from being realized, and very far from raising any sanguine hope as to the possibility of its realization within any appreciable time. The extension of schools on the National system has doubtless been very great, and in some scattered agricultural districts may prove well nigh commensurate with the wants of the community; but it is needless to say that they form a very small fraction of what is required amongst the dense manufacturing populations of our country—not to mention the fact that schools designed indiscriminately for those who labour in factories cannot be conducted upon any one peculiar religious type without virtually excluding the children of all other communities from industrial occupations in the neighbourhood. Schools founded on the basis of the British system have here come in with great advantage, and have made considerable increase since the passing of the Factory Act. But these schools have not emanated from the *religious*, but from the *industrial* element of society, and so far are not based upon any principle originally contemplated in your Lordships' Minutes. It must also be admitted that a very considerable number of Wesleyan schools have likewise sprung up within a short period. These, however, with comparatively few exceptions, have failed to reach the *lowest* strata of society in our crowded populations, where their influence is most of all needed. As schools for the people they have been founded on good principles—in many cases most liberally supplied with apparatus—and furnished with as efficient a class of teachers as any that can be found in the country. The idea, however, which was at first entertained, that they might prove self-supporting—the pressing into them of the children of the middle classes (otherwise an excellent sign of the times)—the somewhat higher scale of school fees which prevail there than with most other similar institutions, all have had the effect of rendering them on the whole more applicable to small tradespeople and skilled mechanics, than to those who may be termed the poor and needy. No doubt the class referred to require the means of education to be provided for them as much even as the poor themselves, and I cannot but look very hopefully upon the training they receive at the schools in question; no doubt, moreover, the schools themselves may be benefited in a financial point of view, and often even in the numbers attending them, by making a somewhat higher scale of admission; but this only shows that the necessity is still as great as ever for bringing some efforts to bear upon those classes from which the great mass of crime and pauperism, that still presses upon us, mainly originates. If any one will take the trouble to inquire accurately into the juvenile population of any of our large towns, he will soon become convinced how very far the whole mass of voluntary education yet is from meeting the evil just referred to. I

cannot illustrate this better than by a reference to the town of Liverpool—a town more wealthy and more highly favoured with educational institutions than most others; and yet there are at this moment no less than 1600 children in the Kirkdale and workhouse schools, who, but for the provision arising from the parochial rates, would be preying, in the shape of beggary and crime, upon the community. What is thus supplied to the pauper class needs to be equally supplied to those who, without the name, are suffering the worst effects of pauperism. Local rating, and a given amount of *free instruction*, with a determination on the part of all employers to enforce an *educational test*, appear to me an indispensable condition to be secured, ere we shall succeed in elevating those neglected classes, to which hardly any of the voluntary efforts now in existence (except indeed the ragged schools) really apply.

In pointing out the deficiency of educational appliances, as arising from the voluntary efforts of religious communities, I am far from under-rating the vast service which those efforts, so benevolent and healthy in their action, have been to the country at large. At the same time, with a rapidly increasing population, a constant development of industrial activity, and a *growing* disposition amongst the working-classes to combine their strength so as to make it more and more *felt* upon society—it must become ere long a vital question, whether we are doing, *as a nation*, what is necessary to regulate and mould into habits of social order this vast accumulation of mind, on which the future destiny of our empire will so greatly depend. This surely is a matter of too great importance to be left *wholly* to the chance of such enormous resources and unfluctuating activity, as alone can meet the requirements, coming permanently out of the voluntary efforts of religious communities. What the future of those communities may be no one can possibly predict. That none of them is safe from convulsions, or can boast any positive and unquestionable stability, is manifest to every mind that can estimate the growth of ideas and their inevitable influence upon our social institutions. In the mean time we are quite sure that our population will advance, that our perils and responsibilities will increase with it, and that our sheet-anchor, socially speaking, must be the *education of the people*.

There is one other fact which ought not to be lost sight of—that whilst the efforts of religious bodies are necessarily fluctuating, there is gradually developing in the midst of the merchant and manufacturing interests, as well as amongst the working classes themselves, a deep and honest interest in the educational problem of the country, which must ere long claim an equal attention and respect with the efforts of religious com-

munities. I have already on various occasions been invited to inspect educational institutions, far more complete than any upon my present list of schools, which have arisen from the efforts of the people (aided and abetted by their employers) to elevate themselves in the scale of intelligence. These efforts, as it appears to me, might properly be fostered and encouraged by the impartial voice of the Legislature. They are assuredly the commencement of an educational movement which is destined to play no inconsiderable part in the future enlightenment of the country, and which if rightly directed may be fraught with incalculable benefits to the community at large. I venture to hope that the last, and in effect *merely nominal* restriction, which prevents such schools as these from participating in the benefits of your Lordships' Minutes may be ere long removed, and that the same aid may be extended alike to *all* who are sincerely and practically interested in the growth of popular education.

The point to which I am anxious that all these observations should tend is this—that while there is ample cause for satisfaction with what has already been accomplished, and ground for great encouragement in reference to the future influence of what is now doing to raise the general tone and character of primary education through the country, yet there is still room for efforts arising from other sources, more particularly those which are connected with the industrial life of the people. The question, in brief, will have yet to come before your Lordships' attention—how far the system so auspiciously begun can be developed into a more universal method; how far it can be made to combine with local efforts of a more *public* character than those already existing; and how it can best secure the great educational institutions of our country from fluctuation amidst all the social changes of the future.

I have the honor to be, &c.,

J. D. MORELL.

To the Right Honorable

The Lords of the Committee of Council on Education.

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J. D. Morell, Esq., on year ended 31 October 1850.

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Tabulated Reports, in detail, for the Year 1850, on the Schools inspected by J. D. MORRILL, Esq., H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.						
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	6. Master and Mistress.	7. Special.
1. Manchester, Jerusalem Chapel. Boys.	1849 1 Nov.	268	110	100	260							
Girls.	"	103	60	60	116							
2. Manchester, Cheetham Hill, Wesleyan. Boys.	2 Nov.	71	25	38	25							
Girls.	"	47	30	32	51							
3. Droylenden, British, Mixed.	5 Nov.	172	78	104	"							
4. Manchester, Lower Molesley St., British, Boys.	6 Nov.	215	"	210	240							
5. Manchester, Rusholme Road, Wesleyan; Boys.	8 Nov.	110	"	"	120							
Girls.	"	69	80	180	70							

110	200	223	112	Infants'	9 Nov.	79	45	79	112	1. Sufficient. 2. Sufficient. 3. On the Glasgow infant-school system. 4. Very good. 5. The letters are taught on the phonic principle. All the instruction is given in the gallery. 6. A teacher of cultivated mind, and well exercised in the power of adapting his lessons to the infant understanding.
6. Salford, Presbyterian Boys	9 Nov.	79	45	79	112	1. Good. 2. Apparatus sufficient in some points. 3. On the Scotch Sessional system. The children are taught in large classes; sometimes in the writing-desks, and sometimes on the gallery. 4. Good. 5. Class-teaching—writing from memory, dictation, &c. 6. Master possesses good qualifications, and infuses considerable spirit into his instructions. 7. Monthly payments have been adopted with success. There is now a very regular and an increasing attendance. See Oct. 14th, 1850.				
7. Fairford, British Boys	12 Nov.	66	72	67	57	1. Sufficient. 2. Hardly sufficient. 3. Into four classes, with a teacher to each. 4. Very fair. 5. Principally gallery lessons and class-teaching. 6. She appears, except in regard to order and discipline, to be a very good teacher. The knitting and fancy work is very good, but a little less of it and rather more mental culture would be better. See Oct. 14th, 1850.				
8. Seorton, British, Mixed	13 Nov.	67	58	103	106	1. Good. 2. Very fair. 3. On the British system, modified by pupil-teachers. 4. Good. 5. Class-teaching, with almost daily gallery lessons. 6. Master possesses improving qualifications, great industry, and a pleasing manner of gaining the attention of the children in his instructions. 7. The neighbourhood is rapidly increasing, and there is every prospect of an excellent school in a little time. 8. There are two departments, an infant school and a school for elder girls. They are conducted on the non-union system, with a gallery for infants and one pupil-teacher. 4. Very fair. 5. Menioral and collective combined. 6. The mistress is rather inexperienced, but appears intelligent and energetic. 7. The girls' department has been added since last year. The pupil-teachers are intended to be employed alike in either school, the two being situated close together, and considered as one, until the numbers increase so as to separate them more completely. See Oct. 3rd, 1850.				
9. Liverpool, Harrington Boys	19 Nov.	191	164	166	233	1. Very fair. 2. Defective. 3. On the British system, but the master having also been to Glasgow, united a good deal of collective teaching with it. 4. Satisfactory. 5. Drafts under monitors, classes under the master, with collective lessons from the master. 6. A man of very fair qualifications as a teacher, who appears to take great interest in the progress of the children. 7. There is a class-room above the school, but a gallery is much needed to conduct the collective lessons effectually. See May 30th, 1850.				
10. Liverpool, Jordan Street, Wesleyan Boys	21 Nov.	141	161	223	150	1. Hardly sufficient for the numbers. 2. Apparatus in want of renewing. 3. Organized into large classes, taught by the apprenticed teachers. No monitors now employed. 4. Strict and effective. 5. Class lessons carefully distributed and well impressed by the pupil-teachers. 6. Remarkably energetic and diligent, and an excellent disciplinarian. 7. Great attention has been paid to the progress of the pupil-teachers. A somewhat disproportionate share, however, has been given to the mathematical and mathematical department, through the whole school. N.B. Considerable improvements have been made since this inspection, which will appear in the next Report, Nov. 1850.				
		180			150	1. Good. 2. Satisfactory. 3. Into classes, according to the proficiency of the children. 4. Very fair. 5. Each class has a distinct routine and a teacher to itself. Neither monitors nor gallery lessons are employed. 6. Intelligent and anxious to make every practicable improvement, though rather young and inexperienced. 7. Improvement desirable in grammar and geography. 8. Improvement in the progress of the children. 9. Improvement in the progress of the children. 10. Improvement in the progress of the children.				
		160			150	1. Rather poor. 2. Fair. 3. On the infant-school system. 4. Excellent. 5. Drafts and gallery lessons. 6. A very kind, faithful, and efficient teacher. Singing excellent.				
		160			150	1. Sufficient. 2. Fairly supplied. 3. On the Glasgow system. The gallery is used chiefly by the master, and the pupil-teachers conduct separate classes. 4. Good. 5. Collective instruction and class-teaching combined. 6. Master very attentive and diligent, and generally effective both as a teacher and disciplinarian. 7. School increased in numbers and improving. A still further increase and improvement have been made since this inspection, as will be stated in the next Report, Nov. 1850.				

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspec- tion.	No. of Children				GENERAL OBSERVATIONS.						
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	6. Master and Mistress.	7. Special.
Liverpool, Jordan-street, Wesleyan-Connexion, Girls'	1849 21 Nov.	116	85	94	103	1. Pretty good. 2. Pretty good. 3. In classes with separate teachers or monitors. Writing desks round the walls; no gallery. 4. Fair. 5. Class-teaching appears to be the predominant method. Religious instruction given collectively. 6. Fairly qualified, and anxious to improve. 7. The reading is very good indeed; the arithmetic fair; the other branches show, as yet, a very decided deficiency.						
11. Liverpool, Hibernian, Girls'	22 Nov.	189	188	212	165	1. Good. 2. Good. 3. Organized into divisions, and then again into classes, with separate pupil-teachers for each. Monitors but little employed. 4. Good. 5. Class-teaching, with gallery lessons for each division adapted to their capacity. 6. Quiet, attentive, well informed, and very satisfactory in the fulfilment of her duties. 7. This has not only been a successful school for children, but has been to some extent a normal school for teachers; many of whom are now occupying stations with credit and usefulness. Considering the class of children who attend, and the rapid succession of them through the school, the amount of instruction impressed on the different classes is highly satisfactory. An infant-school department, however, is much needed.						
11. Liverpool, Hiber- nian, Boys'	23 Nov.	159	173	203	160	1. Pretty good. 2. Pretty good. 3. The school is arranged into three large divisions, and these again into smaller ones, with separate teachers, or (for the junior branches) monitors. 4. Fair. 5. Teaching in classes, with gallery lessons to the separate divisions. 6. A well-educated teacher, and fully competent to his work. 7. The school has been steadily improving since the first period of inspection. The order is now well preserved, and the different classes show the effects of a careful and well-organised system of instruction. This will appear more fully in my next Report.—Nov. 1850.						
12. Wavertree, Infants' .	26 Nov.	110			83	1. Sufficient. 2. Sufficient. 3. Monitorial partly, and partly on the collective system. 4. Good. 5. Mutual and collective. 6. Very well adapted for infant-school instruction. 7. A very pleasing school, combining much more than the ordinary routine of infant-school instruction.						
13. Redhill, Sheffield, Wesleyan, Boys' . .	29 Nov.	119	125	134	130	1. Sufficient. 2. Sufficient. 3. On the Glasgow training system. 4. Fair. 5. Gallery lessons, and teaching in the pupil-teachers. 6. Possess fair qualifications, and bring a special influence; and brings the older children very tolerably forward. 7. The standard of the children have entered, since last year, this gives an elementary aspect to the instruction, which, indeed, is pretty much confined to reading, writing, and arithmetic.						
14. Sheffield Park, Wes- leyan, Boys'	30 Nov.	143	50	100	160	1. Sufficient. 2. Sufficient. 3. On the Glasgow system. 4. Good. 5. Gallery lessons daily; and class instruction given by the pupil-teachers. 6. Efficient. 7. A good deal of ornamental writing, &c., is done; also mapping and drawing. There are the elements of an excellent school here. The instruction is generally very thoroughly improved, and the records of the next inspection, I am already able to say, will show very satisfactory marks of progress throughout.						
Infants'	"	90	60	120	125	1. Satisfactory. 2. Satisfactory. 3. On the Glasgow infant system. 4. Pretty good. 5. Chiefly gallery teaching. They read in drafts. 6. The mistress is devoting herself diligently to the improvement of the school.						

5. Derby, British; Boys	Dec. 83	120	<p>1. Pretty fair. 2. Apparatus imperfect;—but about to be increased. 3. Purely monitorial,—the pupil answers taking the four first drafts. 4. Very moderate. 5. Instruction chiefly given in the drafts. Arithmetic is done in the desks. 6. The master (lately appointed) possesses very fair qualifications, and appears to be working hard to recover the school from its depression; with what success remains to be seen. 7. On the monitorial system. 8. Discipline Good. 9. Teaching in drafts, with a small amount of aid in good order; presenting generally an active and pleasing appearance. 10. School well filled and in good order; 11. Satisfaction of the Glasgow infant system. 12. Pretty good. 13. Gallery lessons and drafts in reading. 14. He appears on the whole well adapted for infant-school instruction.</p>
6. Girls	5 Dec. 110	52 122	<p>1. Sufficient. 2. Pretty well supplied. 3. On the monitorial system. 4. Quiet, attentive, and very fairly qualified. 5. School well filled and in good order; presenting generally an active and pleasing appearance. 6. Pretty good. 7. Gallery lessons and drafts in reading. 8. He appears on the whole well adapted for infant-school instruction.</p>
7. Infants	" 130	260	<p>1. Satisfactory. 2. Pretty fairly supplied. 3. On the Glasgow infant system. 4. Pretty good. 5. Gallery lessons and drafts in reading. 6. He appears on the whole well adapted for infant-school instruction.</p>
16. Milford, British; Mixed	6 Dec. 114	50 74	<p>1. Good. 2. Good. 3. Organized into distinct classes, which are taught by the master, the mistress, or some of the P. teachers. 4. Very fair. 5. Gallery lessons on Scripture and secular subjects; and class-teaching for the one branch of school instruction. 6. Quiet, diligent, and very fairly qualified in point of attainments. 7. The natural talents predominate, which must be taken into account in estimating the efficiency of the school as a whole. 8. Good. 9. On the Home and Colonial system. 4. Very fair. 5. Methods for the elder girls, as stated above for the infants, gallery lessons and drafts. 6. There are three mistresses in all; one instructs the elder girls and the pupil-teachers; the other two are employed wholly in the infant-school. The infant mistresses appear generally well adapted for teaching the little ones, and to be generally intelligent; though not very thoroughly instructed. The school, as a whole, are orderly, well arranged, and show a very fair amount of instruction carefully imprinted.</p>
17. Belper, Wesleyan; Boys	7 Dec. 70	65	<p>1. Pretty good. 2. Pretty good. 3. On the Glasgow system. 4. Good. 5. Gallery lessons and class teaching. 6. The master possesses good qualifications as a teacher. 7. The school has been in some degree improved since last year. 8. On the British system entirely removed and much improved since last year. 9. Chiefly monitorial, with some amount of collective teaching. 10. Not highly educated, but industrious and improving. 11. The school has been removed and much improved since last year.</p>
18. Nottingham, High Pavement, British; Girls	10 Dec. 67	10 30	<p>1. Sufficient. 2. Sufficient. 3. On the British system entirely removed and much improved since last year. 4. Chiefly monitorial, with some amount of collective teaching. 5. Not highly educated, but industrious and improving. 6. The school has been removed and much improved since last year.</p>
19. Newark, Mixed	11 Dec. 135	50 100	<p>1. Pretty good. 2. Satisfactory. 3. On the Glasgow training system. 4. Good. 5. Gallery lessons generally, and instruction founded upon the subjects of the reading lessons, to the separate divisions. 6. Well qualified both as to education and capacity for teaching. 7. The industrial department for the girls, and the teaching of the younger girls, taken by the wife of the master. The school, as a whole, is in a very pleasing state of order and general efficiency.</p>
20. Loughborough, Wesleyan; Boys	12 Dec. 65	50	<p>1. Pretty good. 2. Pretty good. 3. On the monitorial system. 4. Fair. 5. The elder classes are taught by the master and pupil-teachers; the rest by monitors. 6. Pains-taking and pretty fairly qualified. 7. The school appeared to great disadvantage in consequence of the master having been ill for six weeks. 8. On the monitorial plan. 4. Pretty fair. 5. Monitorial teaching in small drafts. 6. The mistress appears to labour industriously, though the school is not very far advanced in instruction. The next Ref. will show considerable improvement.</p>
21. Old Dalby, British; Boys	13 Dec. 82	18 27	<p>1. Sufficient. 2. Sufficient. 3. On the British system, fundamentally, but the drafts are combined into two large divisions, to receive a considerable part of the instruction. 4. Good. 5. Monitorial and collective combined. 6. Excellent in his qualifications for school management, and very fair in his mental resources. 7. A very pleasing village school, with the vigilant care and direction of the clergyman of the parish. The children show a good amount of intelligence, with a general tone of cheerfulness and good order.</p>
22. Beaconsfield, British; Boys	19 Dec. 59	20	<p>1. Fair. 2. Fair. 3. On the British system. 4. Fair. 5. Monitorial teaching, with collective lessons from the master and pupil-teachers. 6. Very well adapted to exert a good moral influence on the minds of the children, but not so happy in playing intellectual stimulus. 7. The attendance is irregular, which operates much against the progress of the school. It is, however, exerting a very considerable influence for good upon the village,—being, in fact, the only means of education accessible to the labouring classes of the village and neighbourhood.</p>

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—*continued*.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.						
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	7. Special.	
23. High Wycombe, British, Boys.	1849 20 Dec.	121	31	43	170	1. Sufficient. 2. Sufficient. 3. Fundamentally on the British system.—The drafts are, however, blending into five divisions, according to the number of the pupil-teachers. 4. Good. 5. Teaching in drafts, in divisions, and sometimes collectively. 6. Very faithful, careful, and generally efficient. 7. Drawing good. Mapping good. Music much improved. This school is supported by all denominations, and has been hitherto the only institution for primary education in the town. As such it has been worked faithfully and efficiently—no pains have been spared by the master to render the instruction as complete as the means at his disposal will admit of.					
24. Halstead, British, Boys.	1850 10 Jan.	61	..	..	70	1. Sufficient. 2. Sufficient. 3. On the British system, with the usual staff of monitors, and the pupil-teacher for the elder class. 4. Satisfactory on the whole. 5. Mainly monitorial: collective lessons are also given about twice a week. 6. Steady in his plans; and very fairly qualified as to attainment.					
Girls	"	54	40	47	65	1. Sufficient. 2. Sufficient. 3. On the British system. Collective lessons given three times a week by the mistress and pupil-teachers. 4. Fair. 5. Monitorial and collective, with a preponderance of the former. 6. Intelligent, industrious, and generally speaking efficient. 7. There is an infant-school attached, for which a pupil-teacher is now proposed. In both schools the amount of instruction requires to be considerably increased.					
25. Great Bardfield, British, Boys.	11 Jan.	56	34	28	70	1. Sufficient. 2. Sufficient. 3. On the British system. 4. Rather strict than mild. 5. Monitorial teaching together with occasional collective lessons. 6. A good disciplinarian, attentive to his duties, and possessing fair qualifications as a teacher.					
Girls' & Infants	"	86	45	24	97	1. Sufficient. 2. Sufficient. 3. On the British system. 4. Good. 5. Chiefly monitorial, with occasional collective lessons. 6. Not trained; but industrious and exerting a good influence. These scholars in good order, and appear to be generally well adapted to the state of the population.					
26. Louth, British, Boys.	22 Jan.	233	163	163	276	1. Sufficient. 2. Fair. 3. Entirely on the Lancasterian system; with the additional strength, thrown into the elder classes, derived from the pupil-teachers. 4. Good. 5. Class teaching carried on by the pupil-teachers; and monitorial agency for the rest of the school. 6. Very assiduous, well-informed, and generally efficient. 7. The school-room is large and well fitted. The teaching of the pupil-teachers is beginning to throw a good deal more strength into the instruction of the main body of the school. A pleasing specimen of one of the large British schools developed into efficiency under an able master and a good staff of pupil-teachers.					
Girls	23 Jan.	94	129	145	152	1. Sufficient. 2. Hardly sufficient. More are to be procured. 3. On the British system. 4. Kind and gentle. 5. Chiefly monitorial; with collective instruction for the elder classes. 6. Very painstaking and generally intelligent. 7. The school has been making steady advancement for the last 2 years.					
27. Hull (Savings Bank) British, Boys.	25 Jan.	145	90	200	155	1. Sufficient. 2. Pretty good. 3. Mainly on the British system; but partly collective, both in the instruction given in the school-room and to smaller divisions in the class-room. 4. Discipline very good. 5. Collective lessons, class teaching, and monitorial agency combined. 6. Very attentive, industrious, and judicious. 7. The numbers have been reduced by the cholera and the bad state of the shipping trade, but are now increasing. The readings, writing, and arithmetic appear very satisfactory; geography, history, and especially grammar, require more attention in the elder classes.					

28. Hull, Holderness Wart, British Boys	23 Jan.	176	99	12	193	1. Pretty good. 2. Pretty good. 3. On the British system, with collective lessons and manual questions frequently combined. 4. Discipline good. 5. Collective lessons; dictation and other exercises; a glass teaching with some monitorial agency. 6. A very successful teacher; fond of his work, and well adapted for it. Grammar defective. 7. Pretty good. 8. Hardly sufficient; but a supply is to be obtained very soon. 9. On the British system. 4. Discipline good. 5. Chiefly monitorial; geography, &c., taught more collectively. 6. Intelligent and efficient as a teacher. The school generally improving.
29. Barton-on-Humber Wesleyan, Boys	29 Jan.	96	46	58	85	1. Good. 2. Good, either at present or in prospect. 3. On the Glasgow training system. 4. Discipline good. 5. Chiefly collective; in the form of gallery lessons to the whole school, or to the separate divisions in class-room. 6. Inefficient, attentive, and very apt at gallery teaching. 7. School improved considerably since last year, under the very intelligent and assiduous labours of the new master.
30. Hull (Savings Bank) Girls	30 Jan.	.	.	.	.	This school applied for pupil-teachers, but the whole plan of instruction is not sufficiently developed to warrant the recommendation of any to their Lordships.
31. Howden, Wesleyan, Mixed	31 Jan.	61	34	46	72	1. Good. 2. The managers are disposed to make the apparatus complete. 3. On the Glasgow training system. 4. Discipline very firm and good. 5. Collective teaching; dictation and other exercises. 6. Very painstaking; and in disciplinarian, and possessing very fair general qualifications. 7. School mixed. The mass of the children are in the first division, and are making pretty good progress, the effects of which will be stated in the next Report.
32. Goole, Wesleyan, Boys	1 Feb.	96	39	87	106	1. Sufficient. 2. Books rather deficient. 3. On the Glasgow training system. Three large divisions. 4. Discipline pretty fair. 5. Collective and class teaching; dictation, &c. 6. Quiet, industrious, and, to judge by the present state of the school, effective. 7. School much improved in numbers, and also in the instruction; the whole now in an active and a healthy state.
33. Swinefleet, Wesleyan, Boys	4 Feb.	117	.	.	112	1. Pretty good. 2. Fair. 3. On the Glasgow system, with 3 juvenile department attached. 4. Strict. 5. Gallery lessons, class lessons, and dictation exercises. 6. Energetic, painstaking, and in other respects well qualified for his duties. 7. For a village school the children showed a remarkably good acquaintance with the usual branches of school instruction. I have only a pleasing impression to record.
34. Rawcliffe, Wesleyan, Mixed	5 Feb.	35	14	23	51	1. Pretty fair. 2. Fair. 3. On the Glasgow training system. 4. Discipline good. 5. Gallery instruction with class teaching. 6. Very efficient, fairly qualified, and well adapted for teaching. 7. Boys and girls mixed. The school has made remarkably good progress since the last inspection, and is now in a decidedly efficient state.
35. Leeds, Darley St., Wesleyan, Boys	7 Feb.	97	60	56	110	1. Very good. 2. Very good. 3. On the Glasgow system. 4. Discipline pretty fair, not varied. 5. Gallery lessons, class teaching, dictation exercises, &c. 6. Diligent and intelligent. His instruction is perfect and very fairly impressed on the minds of the children. 7. Schoolroom very spacious and convenient. The school is but young at present. A good amount of progress however has already been made; and there is every prospect of continued improvement.
Girls and Infants	8 Feb.	135	131	230	156	1. Very good. 2. Very good. 3. On the Glasgow system. 4. Discipline fair. 5. Mostly collective. 6. Intelligent, but wanting in energy of manner, and qualities peculiarly requisite for gallery teaching. 7. School thinly attended, and deficient in life and activity.
36. Leeds, Basinghall Street, Girls	11 Feb.	79	16	16	70	1. Pretty good. 2. Fair. 3. The school is divided into 4 classes, which are separately taught by the mistress, aided by monitors. 4. Discipline good. 5. The classes are taught for the most part separately, but in some subjects collectively by the mistress. 6. Very painstaking and diligent, though not very thoroughly trained. The general character of the school quiet, unostentatious, with a fair amount of instruction conveyed through the classes.
37. Bramley, Wesleyan, Mixed	12 Feb. 24 Feb.	.	.	.	96	1. Pretty good. 2. Sufficient. 3. On the Glasgow training system. 4. Good. 5. Collective lessons, given with a deal of intelligence and skill by the mistress, and teaching by the pupil-teachers—dictation exercises—and practices in composition. 7. Well informed and skilful in applying his system to the instruction of the school. 7. A mixed school of pretty nearly an equal number of both sexes. General impression very satisfactory.

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
38. Flockton, British, Girls'.	1850 13 Feb.	44	45	61	90	1. Good. 2. Sufficient. 3. The school is divided into classes, which are separately taught in the school and class-rooms. 4. Discipline fair. 5. Class-teaching, dictation exercises, &c. 6. Very intelligent and industrious, not quite perfect in her discipline. 7. The eldest class is daily instructed for an hour or two by the parson of the parish, or some member of the family. The general progress of the school very encouraging to the zeal and daily labours of the promoters.
39. Sudbury, British, Boys'.	19 Feb.	115	50	31	132	1. Good. 2. Sufficient. 3. On the British system, as improved by the use of the class-room and gallery. 4. Rather strict than mild. 5. Teaching is done by the pupil-teachers and monitors, with dictation exercises and some col- lective instruction. 6. Intelligent and firm; rather strict than gentle in manner, with a very fair adaptation for the duties devolving on him as a teacher. 7. The school suffers much from the early removal of the children, and the rapid accession of new ones. On most of the subjects of instruction, however, have only a favourable impression to report.
" Girls'.	20 Feb.	73	65	51	65	1. Good. 2. Sufficient. 3. On the British system, employing collective lessons occasionally, and dictation exercises. 4. Good. 5. Monitorial, combining collective lessons and other exercises. 6. Satisfactory hitherto. 7. The school has suffered from the severe illness of the former mistress, but is now again gaining ground. The girls' school is fully equal to the boys'.
" Infants'.	"	140	142	166	150	1. Good. 2. Sufficient. 3. On the infant-school system. 4. Good. 5. Chiefly gallery lessons, and reading books for drifts. 6. Very lively, and well adapted for infant-school instruction.
40. Ipswich, Wesleyan, Boys'.	21 Feb.	106	40	70	105	1. Fair. 2. Fair. 3. On the Glasgow system. 4. Pretty good. 5. Gallery lessons from the master; collective instruction to the separate classes (given by the pupil-teachers with a good deal of tact and spirit), dictation exercises, &c. 6. Very persevering, and very careful in impressing his instructions upon the mind of the children. 7. The school is improving both in numbers and efficiency.
41. Gedeston, British, Mixed.	22 Feb.	50	.	.	60	1. Fair. 2. Barely sufficient. 3. On the British system. 4. Pretty good. 5. Collective and monitorial combined; together with dictation and other exercises. 6. The master is well qualified in point of information; and takes, apparently, a great deal of delight in teaching—the best hope of ultimate success. 7. Some irregularity of the attendance in the elder children operates greatly against their progress.
42. Norwich, British, Girls' and Infants'.	23 Feb.	.	.	.	.	A pleasing girls' school, of which a report will appear in the next 'Minutes.'
43. Haddenham, British, Girls'.	27 Feb.	49	7	24	61	1. Very good. 2. Very good. 3. On the British system. 4. Excellent. 5. Class teaching very well conducted by the pupil-teachers and monitors. Dictation, geography, and grammar good—arithmetic improved. 6. An excellent disciplinarian and teacher, devoting herself for a very small remuneration, most unweariedly, to the improvement of her pupils. The whole impression in all the different branches of instruction highly satisfactory.

44. Cambridge, British, Boys.	28 Feb.	185	50	72	220	1. Good. 2. Good. 3. On the British system; the pupil-teachers taking six drafts, the rest being supplied by monitors. 4. Good. 5. Monitorial agency is somewhat largely employed. The pupil-teachers, as far as they extend, are instructing their classes very effectually, and collectively less so also are now regularly given to about half the school. 6. The master is devoting himself very industriously to his work, and appears well qualified to organise and carry out a more systematic method of procedure for the whole school than has before been employed. 7. The school shows considerable improvement in general intelligence.
Cambridge . . . Girls . . .	1 Mar.	96	47	66	105	1. Good. 2. Sufficient. 3. On the British system: the elder drafts being taught by the three pupil-teachers. 4. Gentle and kind. 5. Class lessons; dictation; writing from memory; and monitorial agency, with occasional collective lessons. 6. Very gentle in her discipline; happy in her influence, and tolerably intelligent. 7. The school is under constant and careful supervision from some member of the committee, who take great interest in the progress of the children.
45. Saffron Walden, British, Boys.	4 Mar.	102	34	51	121	1. Good. 2. Sufficient. 3. On the British system, with due attention to its more modern improvements. 4. Discipline pretty good. 5. The class teaching is considerably improved since last year. There is now also a considerable element of collective teaching, which in some branches, particularly history, is imparting a good deal of useful instruction. 6. Very assiduous in his duties, and devoting himself with evident interest to the improvement of the whole school.
46. Claveing, British, Boys.	5 Mar.	57	90	20	65	1. Pretty fair. 2. Pretty fair. 3. On the British system fundamentally. 4. Fair. 5. Monitorial agency for the several drafts. Collective lessons are given by the master; and a considerable amount of useful information imparted. 6. The master is self-taught, but very well qualified for his position, and exercising a very beneficial influence on the hitherto uneducated population around.
47. Waudeston, British, Mixed.	7 Mar.	143	150			1. Good. 2. Sufficient. 3. On the British system fundamentally; but merging gradually into the more collective form. 4. Good. Drill very perfect. 5. The drafts being now usually merged into larger classes, monitorial agency is nearly dispensed with. The pupil-teachers superintend large classes with a great deal of care and activity; and collective lessons are given to the whole school frequently. 6. Very efficient, and thoroughly devoted to his work. 7. A very pleasing instance of what can be effected by perseverance amongst a village population.
48. Aylesbury, British, Boys.	8 Mar.	81	40	16	76	1. Fair. 2. Fair. 3. On the British system. 4. Very fair. 5. The pupil-teachers take the elder drafts; the younger are still supplied by monitors. These with collective lessons form the basis of the school procedure. 6. The master has instructed both the pupil-teachers and the children very diligently, and both show that a considerable amount of care and intelligence have been brought to bear upon them. 7. The numbers have been diminished, owing to the opening of fresh schools in the town, but the instruction is well kept up.
49. Apsley Guise, British, Mixed.	11 Mar.	91	15	45	96	1. Good. 2. Sufficient. 3. On the British system. The first draft is formed into a large class, taught by the pupil-teachers or the master. 4. Fair. 5. Monitorial teaching combined with collective lessons, dictation exercises, &c. 6. Very efficient in the technical departments, particularly arithmetic, in the intellectual not so effective. Very industrious and conscientious. 7. Considerable improvement in reading since last year; also in grammar. The general aspect and activity of the school very pleasing and satisfactory.
50. Ampthill, British, Boys.	12 Mar.	67	70			1. Good. 2. Sufficient. 3. On the British system. 4. Fair. 5. Monitorial agency combined with collective teaching. 6. Master very intelligent, and well qualified generally. School small, but active.
51. St. Neots, Wesleyan, Mixed.	13 Mar.	82	20	120	85	1. Fair. 2. Sufficient. 3. On the Glasgow training system. 4. Very fair. 5. Collective lessons form the basis of instruction, which, particularly in the department of geography, appears very effective. There are also class-lessons and other exercises. 6. The master appears to have a plan prepared for himself a very clear method of procedure, and is carrying it out with much industry. The school has made a very satisfactory commencement under his care. 7. The room is small and quite full. 8. Children are generally waiting for admission. Fair prospect of an efficient and valuable school.

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq. &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	In attendance last 12 months.	
52. Eggswade, Girls.	1885 14 Mar.	53		57	1. Good. 2. Sufficient. 3. On the British system. 4. Discipline good. 5. The drafts are taught by the monitors individually; and the elder children collectively by themselves. The instruction is at present hardly simple enough; and is somewhat too technical. 6. The mistress was about to leave; and another to take her place. 7. The school is in excellent order, everything very neat, and the attendance tolerably steady. A very fair amount of instruction is imparted in the usual branches.
53. Princes Risborough, Mixed.	15 Mar.	81	30	65	1. Pretty good. 2. Pretty good. 3. On the British system. 4. Fair. 5. Monitorial agency is employed for most of the drafts. But collective instruction is given to the elder children; and in some branches, such as geography, with good effect. 6. Possesses fair qualifications for teaching the ordinary branches; and appears very attentive to his duties. 7. A small number of girls are taught in a separate part of the room. School generally promising.
54. Lees, Zion, Boys.	20 Mar.	178	130	189	1. Sufficient. 2. Sufficient. 3. On the British system. There are three separate rooms, for the different classes, which are taken by pupil-teachers and monitors, the master dividing his time about equally amongst them. 4. Very good. 5. The general instruction is given to the separate classes by the master or pupil-teachers. There is very little collective teaching, but the class teaching is remarkably good. 6. Very vigorous and active in discipline, and equally successful in graduating the instruction from the youngest to the highest drafts. 7. The reading is remarkably good. Children on entering young, generally get through the alphabet class in a fortnight, and by the time they get half of the school read quite fluently. Geography, grammar, history, and especially mental arithmetic, successful. The whole system and spirit of the school is active, energetic, and stimulating to the mind.
55. Radcliffe Close, Wesleyan, . . . Boys.	21 Mar.	75			Fair. 2. Fair. 3. On the Glasgow system. 4. Fair. Collective instruction primary; and class-teaching aided by monitors for particular subjects. 5. A new schoolroom is about to be built, when the school is expected to be a new start, with more complete apparatus, &c. There are materials for an excellent school, and the master appears capable of making it so, as soon as an secure pupil teachers and complete his organization. Moderate. 2. Fair. 3. Somewhat on the Reserve system. 4. Discipline good. 5. Pa in divisions under the mistress and pupil-teachers respectively. 6. Very gentle in her management, and kindly in disposition. Wanting in the power of affording intellectual stimulus. The school, however, has been improving during the last 2 years.
56. . . . Boys.	22 Mar.	91			Moderate. 2. Moderate. 3. On the British in rotation. The other drafts are supplied geography are given by the master. 4. A considerable variety of instruction in this respect. 5. Opening of new factory schools in the neighbourhood. Fair. 2. Sufficient. 3. On the British have been enlarged so as to supersede the are taught chiefly in class less, which is
Bridge, Mixed.	25 Mar.	142			

58. Salford, Broughton Road, Mixed.	26 Mar.	134	295	295	163	are relatively inferior to the higher. 6. Well informed; and in the higher classes an efficient teacher. 7. Most of the children attend only half time; hence much of the imperfection observable in the middle classes. It is, however, a very good specimen of a factory school.
59. Manchester, Park-lane, Infants'	27 Mar.	137	47	76	140	1. Pretty good. 2. Hardly sufficient. 3. On the Glasgow training system, with some admixture of the monitorial plan. 4. Pretty good. 5. The gallery lesson is the foundation of most of the motion. Manual instruction how is partly employed, particularly in the younger classes. 6. Industrious and very fairly qualified. He has sustained the school for some years, and conducted it on the whole efficiently. A fair amount of instruction offered.
60. Halliwell Dean, Boys'	29 Mar.	80	66	64	.	1. Good. 2. Sufficient. 3. The lower portion of the school is organized on the Infant-school system; the higher division forms a large class by itself, taught only by the master. 4. Good. 5. The phonic method is employed for reading under the direction of Mr. Macleod. The gallery is much employed, particularly by the younger branches. The elder children are taught collectively in a large class, but separated into three portions for reading, &c. 6. Industrious, efficient, and altogether very deserving. 7. This school, though originally intended for infants, has grown into a primary school of a very complete kind. I have seldom seen instruction more judiciously imparted or better impressed on the mind.
61. Manchester, Rooden-lane, Boys'	2 April	92	37	39	90	1. Good. 2. Sufficient. 3. Partly on the monitorial system, but united with collective instruction given to the separate divisions. 4. Fair. 5. Drills for reading-class room, and gallery employed for giving collective instruction. The Irish books mostly made use of. 6. The master appears to be quite competent to his duties, and to discharge them with considerable energy. 7. The school buildings remarkably handsome, roomy, and commodious; fitted up with every convenience for promoting the efficiency of the instruction. The children only attend half-time.
62. Abcote, Lyceum, Boys'	9 April	270	.	.	180	1. Good. 2. Sufficient. 3. A mixture of the British and the Irish National systems. 4. Fair. 5. Monitorial and collective united. 6. The mistress appears quite equal to her duties, and to discharge them diligently. Most of the children here attend only half time. Taking this in account, a very fair amount of progress has been made.
63. Liverpool, Manesty-lane, Boys'	10 April	99	56	50	95	1. Very fair. 2. Fair. 3. Mainly on the British system. 4. Very good. 5. Class teaching and collective lessons. Perceptive illustrations are much used, and the knowledge imparted is well impressed. 6. A very good teacher, preserving good discipline by kindness, and imparting a variety of knowledge in a very effective manner. 7. A most pleasing and efficient school.
64. Rainhill, British, Mixed.	12 April	29	27	.	28	1. Tolerable. 2. Tolerable. On the British system, with rather large drafts and pupil-teachers instead of monitors. 4. Fair. 5. The instruction is given chiefly in the separate classes, but collective lessons are also given by the master and the pupil teachers. 6. The present master (who was recently appointed) has introduced various improvements, and has put the whole school in a much better state of order and discipline than formerly. As the children are all factory boys, the material is necessarily rough—and the results must be estimated accordingly.
	11 April	84	53	58	98	1. Moderate. 2. Fair. 3. The school is divided into classes each with its own teacher, and each pursuing its own course of instruction. 4. Improved. 5. Class teaching, dictation exercises, &c. The instruction by no means technical and sufficiently varied. 6. Well qualified in point of attainments, and energetic as far as his health has permitted. 7. The schoolroom in many respects inconvenient. A new building is projected.
						1. Good. 2. Sufficient, or nearly so. 3. The school is arranged into classes, each with a separate teacher or monitor. 4. Good. 5. Class-teaching, gallery lessons, dictation and other exercises. The instruction has much increased since last year. 6. There are two mistresses—one has many years' experience, and is well adapted to promote good discipline and exert moral influence; the other has been a pupil teacher at the Hibernal schools, and has brought fresh methods to bear upon the instruction with good effect. 7. Singing and drawing are taught by ladies of the Committee. The materials of excellent schools exist when the means are obtained of carrying out improved methods to their full result.
						1. Good. 2. Sufficient. 3. Simply divided into three or four classes according to proficiency. 4. Fair. 5. The boys are taught in school, and collectively one or two subjects, such as geography and grammar. 6. The master manages the school, and the children are making fair progress under him. 7. There are about as many numbers in the same room, who are taught in a similar manner by a mistress trained at the Hibernal schools. The numbers are few and have been fluctuating. Both the teachers appear to have exerted diligently for the improvement of the children.

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.						
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	7. Special.
65. Manchester, Marshall-street, British.	1850 15 April										
66. Skipton, British, Mixed.	22 April	142	65	106	167	See October 1st, 1850.					
67. Skipton, Wesleyan, Mixed.	23 April	99	30	23	30	<p>1. Tolerably convenient. 2. Pretty fair. 3. On the Glasgow training system. 4. Discipline satisfactory. 5. Chiefly collective. Instruction given in gallery lessons or in large divisions. 6. Indifferent. 7. A large number of the children are very young, and energy in the manner of teaching would be an improvement. 8. A large number of the children are very young, and more fit for infant-school instruction. On this account mainly the general character of the instruction is by no means of an advanced description. 9. On the British system, with some modifications introduced by the pupil-teachers. 4. Discipline pretty fair. 5. The pupil-teachers have their own classes allotted to them, which they teach for the most part collectively. The gallery lessons are carefully prepared, and abstracts of them written by the pupils. Dictation and composition are a good deal practised, and with good effect. 6. Very diligent in his duty and methodical in his arrangements. The instruction is very satisfactorily carried on: the discipline not so perfect. 7. The pupil-teachers have made considerable improvement in the art of teaching. A very valuable school and well sustained.</p> <p>1. Good. 2. Sufficient. 3. On the British system, with class-room and gallery for the little ones. 4. Pretty good. 5. The children are taught in drafts by the pupil-teachers and monitors, with gallery lessons for the younger portion. 6. Very faithful and conscientious, and diligent in self-improvement for the increasing requisitions of the school. Instruction pretty generally diffused, but not far advanced.</p>					
68. Doncaster, Boys'	25 April	206	70	89	210	<p>1. Good. 2. Good. 3. On the British system, and partly British. It is an infant-school which has gradually grown into an ordinary mixed school, retaining the infants in smaller class-rooms. 4. Discipline good. 5. The school is taught in three large divisions. For reading the infants are led into smaller drafts; for general knowledge of whatever kind gallery lessons are chiefly used. 6. A very good teacher, possessing perfect command over the school, and communicating a good deal of instruction to the elder children. 7. There are now two class-rooms with a gallery, besides the large school-room. The general impression of the school very pleasing and satisfactory.</p>					
69. Darlington, Bridge-street, . . . Infants'	30 April	124			125	<p>1. Good. 2. Good. 3. On the British system. 4. Good. 5. Collective and monitorial combined. 6. Well qualified, and very industrious. The school as a whole does credit to her ability and diligence as a teacher. 7. Arrangements are making for increasing the accommodation and adding to the numbers. A very fair amount of instruction given in geography, grammar, and history.</p>					
70. Darlington, Feet-ham-street, . . . Girls'	"	64	34	50	66						

71. Darlington, British, Boys'	115	57	77	160	1. Pretty good. 2. Fairly supplied. 3. On the British system, with modifications now in operation for adding more collective instruction. 4. Pretty good. 5. The monitorial system is still kept to a very considerable extent, but it is supplemented by collective lessons, dictation exercises, &c. &c. in some other, &c. &c. very few working teachers, not too lively in manner, but possessing very fair average qualifications. The pupil-teachers are in the progress of the plan of instruction now brought into operation requires to be carried out into fuller life and activity through the whole school.
72. Barnard Castle, Wesleyan, . . . Boys'	84	17	114	83	1. Pretty good. 2. Sufficient. 3. On the Glasgow training system, which is very vigorously carried out. 4. Good. 5. Collective teaching is the main instrument of education, but this is so conducted as to individualize the instruction and ensure the progress of all the children, more or less. 6. A young man of good education and great energy, adapted to make a most useful and successful teacher. 7. A school well begun, if only carried out in the same spirit.
73. Darlington, Wesleyan, Girls'	77	15	121	80	1. Pretty good. 2. Insufficient, but a supply is to be procured forthwith. 3. On the Glasgow training system. 4. Discipline very fair. 5. The children learn to read and cipher in classes. The more general instruction is given to them collectively on the gallery. 6. The mistress possesses satisfactory qualifications. She has got the school already into fair order; and the commencement now made in the instruction promises favourably for the future. 7. There is a small class-room used for the little ones. Other accommodations are to be furnished by the committee as they are required.
74. Blackley, Colliery, Boys'	64	.	.	50	1. Pretty good. 2. Satisfactory. 3. On the British system fundamentally, with some modifications suited to the size and peculiarities of the school. 4. Pretty good. 5. Reading and arithmetic are taught in classes; the other subjects are taught collectively to as many as are prepared to profit by them. 6. The master has been very industrious, and taken great pains to improve the school since his appointment; the school has been seen greater progress manifested in so short a time. The same system continued assiduously; and under the schoolmaster's management the school is satisfactory after a time. The girls' school is quiet and orderly; and tolerably efficient in the elementary branches.
75. Middlesbrough-on-Tees, . . . Boys'	101	52	61	117	1. Pretty good. 2. Books hardly sufficient. 3. On the British system; but tending to a more collected method of class teaching. 4. Fair. 5. Class lessons are employed for reading, geography, history, &c. Monitors are now comparatively little used. The pupil-teachers are beginning to supply a far more effective kind of instruction. 6. The master possesses very fair qualifications. He is endeavouring to form plans for increasing the amounts as well as the general character of the instruction; and there is good prospect of his doing so successfully. The school is on the whole improving.
76. Great Ayrton, Boys'	43	7	7	50	1. Fair. 2. Fair. 3. On the infant system. 4. Discipline good. 5. Chiefly collective. 6. The infant mistress was just appointed as a pupil-teacher, when the former mistress died, and left the whole care of the school to her. Under these circumstances she has acquitted herself very creditably.
77. Stockton-on-Tees, British, Boys'	68	50	68	85	1. Good. 2. Pretty fair. 3. On the British system. 4. Pretty fair. 5. The draft and monitorial system still prevails, though some collective lessons are given on general subjects. 6. Ingenious in his arrangements, and diligent in his duty. The school has improved under his care during the last year, and in some respects presents a very pleasing aspect.
78. South Shields, St. John's, . . . Boys'	92	32	38	145	1. Moderate. 2. Moderate. 3. On the British system. 4. Discipline very moderate. 5. The school is divided into drafts which are taught by monitors. The elder children are instructed somewhat more collectively in geography, &c. 6. A young man of very unassuming disposition, earnest and intelligent. He wages more method, more force, and more strictness in discipline to make the school thoroughly effective.
					1. Good. 2. Good. 3. The school is separated into somewhat large divisions according to the subjects taught. The plan of the school is strictly denominational; the Wesleyan minister giving regular and careful religious instruction. 4. Pretty good. 5. The master takes the first class, the pupil-teachers respectively the rest; each has its own routine in reading, arithmetic, geography, grammar, &c. The pupil-teachers are becoming more and more energetic and ducient in their instructions. 6. Thoroughly competent to his work and very energetic in performing it. 7. Steady progress observable. All the different branches of instruction except writing show highly satisfactory results.

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children.			GENERAL OBSERVATIONS.	
		Present at Examination.	Admitted within last 12 months.	In ordinary Attendance.		
79. South Shields, St. John's Girls' and Infants'	1850 14 May	73	22	43	94	1. Good. 2. Satisfactory. 3. Similar to the boys' school in all the main points. 4. Good. 5. The same methods are followed as in the boys' school; and part of the instruction received there. 6. A teacher of cultivated mind, quiet in manner, and exerting a very considerable influence on the minds and habits of the children. 7. Special.
80. South Shields, Union Boys'	15 May	174	27	164	322	1. Pretty fair. 2. Not perfectly supplied. 3. On the British system, with the full monitorial organization. 4. Good. 5. Reading lessons in drafts with examination by monitors, dictation exercises, with some collective teaching in geography, grammar, &c. 6. The master possesses great method, is a good disciplinarian, and has improved the school very much, as well in the order and discipline as in the instruction, since last year.
" Girls'	"	147	23	112	155	1. Pretty good. 2. Fair. 3. On the British system with a full staff of monitors, besides the two pupil-teachers. 4. Good. 5. Monitorial agency employed in reading, the other subjects are taught partly in classes and partly by collective lessons. 6. Very energetic in her mode of teaching and possessing apparently very satisfactory qualifications. 7. The school as a whole considerably improved since the last inspection.
81. North Shields, Presbyterian Boys'	16 May	91	42	43	-	1. Pretty good. 2. Insufficient at present. 3. The master is a Glasgow teacher, but the school not being convenient for the training system, he has organized it into large divisions, which are instructed collectively by the pupil-teachers. 4. Discipline good. 5. Class-teaching in reading, arithmetic, geography, and grammar, with dictation and other exercises intermixed. 6. A steady teacher of considerable energy, who is gradually increasing and at the same time improving the school.
82. South Shields, Jarrold Chemical Company's Boys'	"	100	3	100	97	1. These are handsome school-rooms built by the proprietor of the chemical works at Jarrold, for the benefit of the neighbourhood. They are fitted up with every convenience, and give every prospect of becoming most valuable institutions to the populous suburb in which they are situated. 2. Good. 3. On the Glasgow training system. 4. Good. 5. Collective lessons, and a regular routine of employment in large classes. 6. The master appears perfectly qualified for his office, and carries on the instruction of the classes with very considerable energy. The school though recently opened has already a large attendance, and the plan of study is beginning to tell favourably on the minds of the children.
" Girls'	"	80	4	88	84	1. Good. 2. Good. 3. On the Glasgow system. 4. Good. 5. Mainly collective teaching on the gallery, or in large classes. 6. She appears to me promising, when experience is added to her present qualifications. 7. The school being new not much can yet be said as to its ultimate efficiency.
83. Berwick-on-Tweed, Infants'	17 May	96	80	231	-	1. Pretty good. 2. Fair, hardly sufficient. 3. On the infant system. 4. Satisfactory. 5. Reading in classes, Scripture and other lessons, on the gallery. Arithmetic taught mentally. 6. A teacher of fair qualifications, aided now by two active and improving pupil-teachers.

84. Carlisle, British, Boys	50 May	55	73	83	67	1. Pretty fair. 2. Tolerable. 3. On the British system entirely. 4. Discipline good. 5. Instruction is given in drafts by the pupil-teachers and a staff of monitors. By the latter, one collective style of teaching is employed in geography, grammar, &c. 6. A teacher of lively manner, considerable intelligence, and general adaptation for the wants of a primary school. He is eminently deserving of encouragement and success. 7. The school has improved both in numbers and efficiency. 8. Satisfactory. 9. On the British system. 4. Good. 5. The draft system is pretty closely adhered to, but the pupil-teachers and monitors thus get a good deal of energy into their questioning. The instruction is generally very well impressed. 6. A decidedly efficient teacher, under whom the school is making very steady and satisfactory progress. 7. The present average is 77, the number is still increasing; and a second pupil-teacher would be a very great help to the school.
85. Holmhead, British, Boys	21 May	128	143	93	130	1. Fair. 2. Fair. 3. The school is divided into somewhat large classes, who are taught separately by elder monitors, under the superintendence of the master. 4. Discipline good. 5. Class teaching according to the relative proficiency of the children is the main feature of the school. 7. To the separate divisions, geography, grammar, and intelligent exercise are adapted according to their several capacities. 6. The master is a good disciplinarian, an intelligent teacher, and is conducting the whole school very satisfactorily.
86. Maryport, British, Mixed	22 May	168	105	154	175	1. Pretty good. 2. Hardly sufficient, another supply is just at hand. 3. On the British system. 4. Very good. 5. The school is divided into drafts for reading; and a full staff of monitors is employed in geography and other useful information. Three divisions are made, which are instructed separately by the elder pupils, who are added to their respective proficiencies. 6. An excellent teacher, who not only possesses good abilities, but devotes them entirely to the improvement of his school. 7. The school is full to overflowing, and is conducted with great vigour and proportionate success. The Committee are contemplating to build a classroom, should they succeed in getting a grant from their Lordships.
87. Penrith, Wesleyan, Boys	23 May	56	49	42	72	1. Good. 2. Fair. 3. On the Glasgow training system. 4. Good. 5. The school is divided into three classes, and these are instructed in separate classrooms by the master and the two pupil-teachers. The latter are now beginning to conduct their gallery lessons with a good deal of energy, as well as intelligence. 6. A young man of very fair qualifications, who has thrown all his resources into the school, and brought it into a very satisfactory state both of discipline and instruction.
88. Penrith, British, Boys	24 May	55	70	40	70	1. Fair. 2. Pretty fair. 3. On the British system. 4. Moderate. 5. Chiefly monitorial. The instruction is confined to a somewhat small range. 6. A young man of very fair education, but wanting in those qualities of order, firm discipline, and tact in teaching, which are indispensable to success.
89. Kendal, British, Boys	27 May	67	88	105	19	1. Pretty good. 2. Books deficient, but a large supply is already ordered. 3. On the British system fundamentally, with modifications introduced by the agency of the pupil-teachers. 4. Good. 5. Small drafts and monitors are still used for some purposes. But collective lessons are given by the master to the whole school, and to the separate divisions by all the pupil-teachers. The latter have much improved in their power of collective teaching. 6. A healthy, unswerving, laborious, and efficient teacher. 7. Every branch of instruction is conveyed with the same care and assiduity; and the whole routine carried on with the utmost precision. A most valuable institution for the education of the working class.
90. Kendal, Wesleyan, Boys	28 May	56	39	19	58	1. Good. 2. Sufficient. 3. On the Glasgow training system. 4. Fair. 5. Collective teaching given sometimes to the whole school at the gallery, and sometimes to the separate classes. 6. The master conducts the school with order and propriety. Many of the children are very young, which (acted to the fact that the school itself is of recent standing) prevents the character of the instruction from being so advanced as it otherwise might be.
91. Girls	"	51	44	62	50	1. Pretty good. 2. Sufficient. 3. On the Glasgow training system. 4. Good. 5. Collective teaching is the main part of instruction. Reading is taught in smaller drafts. 6. An excellent disciplinarian, devoting herself diligently to the improvement of the school, and showing (from the state of the elder class) very fair capacity as a teacher.

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
91. Lancaster, British, Boys . . .	1850 29 May . . .	112	185	180	155	1. Fair. 2. Imperfectly supplied with books, but more are being procured. 3. On the British system; but now, with the use of class-room and gallery, merging into a more collective arrangement. 4. Very fair. 5. Drafts are partially used; but each of the pupil-teachers has a fourth of the school under his care, to whom a separate range of instruction is given in the various branches, according to their relative advancement. 6. The master is devoting himself very diligently to the improvement of the school, and has already judged his apprentices decidedly efficient and energetic as teachers. 7. Very good progress since last year, and a prospect of still further improvement.
92. Scorton, British, Mixed . . .	30 May . . .	78	.	.	.	1. Pretty good. 2. Fairly supplied. 3. The organization is adapted to the circumstances of the case. There is a master, a mistress, one male and one female pupil-teacher, and about 80 children of both sexes. These latter are apportioned so as to read in somewhat small drafts, but receive general instruction more collectively. 4. Good. 5. Drafts are employed as in the British system, to some extent. In other respects the more collective system of instruction prevails, though not in the form of general gallery lessons. 6. Steady and industrious, very fairly qualified, and promising to render the school decidedly efficient for the education of the poor. A very fair amount of instruction has been given during the last year.
93. York, Abdon-street, Boys . . .	10 June . . .	158	64	97	167	1. Fair. 2. Books not sufficient, considering the character of the school; neither apparatus. 3. On the British system, with large drafts in place of small ones, and very few monitors. 4. Good. 5. Reading in somewhat small divisions—with questioning interspersed. Geography, arithmetic, grammar, in larger divisions—each with maps and black board. Besides this there are collective lessons on miscellaneous subjects by the master and pupil-teachers. 6. The master deserves all praise for his unwearied devotedness to his work, for the general spirit he infuses into the school, and the labour he bestows upon the pupil-teachers, to render them as efficient as possible. 7. Drawing excellent. The entire system of instruction highly satisfactory.
94. Whitby, British, Boys . . .	11 June . . .	155	63	56	180	1. Good. 2. Defective, but a fresh grant has been applied for. 3. On the original monitorial plan, with small drafts to the number of 15 or 20. 4. Discipline good. 5. Reading in drafts, with mechanical questioning. Arithmetic also in drafts, done from dictation on slates. Geography and grammar taught only to a few of the clever children. A short collective lesson occasionally given by the master. 6. An excellent disciplinarian—possessing abundant energy and fair qualifications. His chief requirement is a better practical knowledge of the difference there is between putting words into the memory and developing knowledge in the understanding. 7. The school always full and popular.
95. Thirsk, British, Boys . . .	12 June . . .	101	39	43	108	1. Pretty good. 2. Well supplied. 3. On the British system, with modifications arising from the employment of pupil teachers. 4. Good. 5. Reading carried on in drafts, with questioning. The master and all the pupil-teachers give collective lessons to their classes. Arithmetic taught to the younger scholars orally and with ball frame; to the rest on slates and with black board. Instruction thoroughly impressed. 6. A very efficient teacher—well understanding the constant labour it requires to teach well, and not shrinking from applying it. 7. General improvement visible, particularly in the younger classes.

96. York, St. George's, Mixed.	13 June	37	50	69	107	1. Pretty good. 2. Sufficient. 3. On the British system. 4. Fair. 5. Monitorial and collective combined. 6. The mistress displays abundance of energy as a teacher, and gives promise of bringing the instruction to a very fair state of efficiency in a short time.
97. Wetherby, Mixed.	17 June	74	10	20	90	1. Pretty good. 2. Pretty good. 3. On the Glasgow system. 4. Satisfactory. 5. The boys and girls are separated in the reading classes, the different drafts having each its own teacher, who questions very suitably on the reading lesson. Most of the other branches (except arithmetic) are taught by the master collectively at the gallery. The pupil-teachers, however, are commencing also to give collective lessons, which they do with considerable energy. 6. A quiet unassuming teacher, amply furnished with knowledge, and by gradual steps exerting a very good influence upon the school, which has visibly improved during the last year.
98. Oakworth, Wesleyan, Mixed.	25 June	111	39	64	103	1. Pretty good. 2. Deficient in books. 3. A mixture of the British and the Glasgow system, the books of the school being filled with decks and a large gallery at the end. 4. Pretty fair, not perfect. 5. Monitorial agency combined with gallery lessons. 6. The master appears to possess fair qualifications. A little more time in his discipline would be very desirable, and the reading wants greatly to be improved in some other branches, such as history &c. Good progress is making. 7. It is a mixed school, and the deficiency in books probably accounts in great measure for the deficiency in reading.
99. Selby, Wesleyan, Boys & Infants.	27 June	203	60	70	195	1. Pretty good. 2. Fair. 3. On the Glasgow training system. 4. Good. 5. Reading is taught in four large divisions, superintended by the master and pupil-teachers. Gallery lessons are given on scriptural and other subjects to the whole school. Collective lessons are also given to the higher and lower divisions, suited to their relative capacities. 6. Master kind in his manner; very diligent and patient in his instructions, calculated to make careful, rather than clever scholars; on the whole producing a very good impression on the minds of the children, and giving them a fair amount of instruction. 7. A considerable number of the scholars work in the factories, and attend only half time.
100. Nafferton, Wesleyan, Mixed.	2 July	90	32	43	96	1. Very good. 2. Very complete. 3. The school is on the Glasgow system. There are three compartments: the one is an infant-school properly so called. There is then a class-room with gallery for the middle class of children, and a large school-room with gallery for the four first classes. 4. Good. 5. General gallery lessons are not very little done. There being three separate rooms with a gallery in each, collective instructions given at the different gradations. These three classes again are subdivided into smaller drafts for reading lessons, and no attempt of time as to render the school as efficient as possible in all its departments. The instruction given in the infant department follows a regular systematic course up to the first division of the upper school. Grammar is taught mainly by means of Vase's cards; geography by a globe of the largest dimensions. Music by Hullah's series of lessons. There is also a pretty complete apparatus for giving instruction in the elements of Natural Philosophy. The whole aspect of the school very pleasing.
101. Beverley, Wesleyan, Boys.	3 July	83	62	74	84	1. Pretty good. 2. Satisfactory. 3. The school is organized on the Glasgow training system, and pretty well carried out in the practical details. 4. Very fair. 5. The gallery is the principal instrument of instruction. There is however a class-room, and separate lessons are now provided for the younger children by the pupil-teachers. 6. Very lively and active in manner, and evidently anxious both by self-improvement and by diligence in his duties to make the school efficient. 7. The school is mixed, there is a working-room for the girls, and an industrial mistress. The general aspect of the school is decidedly pleasing, and good progress has been already made.
102. Gainsborough, Boys.	4 July	107	23	15	102	1. Fair. 2. Fair. 3. On the Glasgow system. 4. Fair, much improved since last year. 5. Gallery lessons form the main feature of the plans; but as there are a class-room and pupil-teachers, separate lessons are also given to the different portions of the school. 6. The master is conducting the school with a good deal of energy, and has made very considerable progress towards efficiency in his plans since last year.

1. Pretty good. 2. Sufficient. 3. On the British system, the drafts being now moved into larger classes. 4. Pretty good. 5. There are no arrangements for collective lessons. Most of the instruction is given in the several classes by the master and the pupil-teachers. Class-teaching is now the prevailing method. 6. The master is conducting the school with a good deal of vigour and industry; and shows a laudable desire both for self-improvement and the advancement of the scholars. The general character of the instruction reaches a very fair average.

108. Biggleswade, British, Boys.	26 July	70	12	34	70	1	<p>1. Pretty good. 2. Sufficient for the present. 3. On the British system. 4. Good. 5. The monitorial system is employed; but the master gives frequent collective lessons to the upper classes. 6. He appears to possess fair qualifications intellectually speaking; his mode of teaching is simple and natural, and there seems to be a general improvement in the school since the last inspection.</p> <p>1. Good. 2. Books sufficient, but more maps wanted. 3. On the British system; with a small gallery, where the little ones are taught simultaneously. 4. Fair. 5. The monitorial method prevails throughout the school; but the elder ones have also collective lessons from the master. 6. The master possesses a good deal of method in his arrangements and succeeds very well in bringing forward the main body of the school. The children exhibit a very fair amount of knowledge; and the reading is somewhat above the average. 7. The school-room is very full; a class-room is much needed for a large section of about 50 infants, for whom very little accommodation exists at present.</p>
109. Oundle, British, Mixed.	29 July	122	50	102	155	1	<p>1. Moderate. 2. Pretty fair. 3. On the monitorial system. 4. Very fair. 5. The higher and middle drafts are taught by the pupil-teachers with a good deal of propriety and intelligence. Nearly the whole of the instruction is conveyed in the separate drafts and classes, but the highest class alone has made much progress beyond reading, writing, and arithmetic. These elementary branches are tolerably satisfactory throughout the whole school. 6. The master labours very hard to keep the whole machine going, but there are too many children together for him to perfect every part in any plan of instruction. In event of his getting additional accommodation by a class-room and library, he would be able to add more positive instruction as the pupil-teachers become older and more mature in their method of teaching. 7. Very fair progress made since last year.</p> <p>1. Pretty good. 2. Pretty good. 3. On the British system, with a double set of monitors. 4. Good. 5. Chiefly monitorial; the little ones alone have collective lessons. For any more extended system of collective teaching there is no convenience at present. 6. A very active and intelligent teacher. As far as her plans at present extend, they are executed and efficiently carried out. The reading, writing, arithmetic, and dictation are all very successfully taught, and a fair amount of knowledge imparted in the other branches.</p>
111. New Leake, Wesleyan, Mixed.	1 Aug.	90	20	136	51	1	<p>1. Pretty good. 2. Fair. 3. On the Glasgow system. 4. The order of the school is excellent, and the spirit of the discipline seems to me very satisfactory. 5. The collective lesson is the chief instrument employed. Drafts, however, are used in reading and arithmetic, and mutual questioning from the gallery is also used. 6. The master has succeeded in getting the school into an efficient state both as to discipline and instruction in a comparatively short time. There is every prospect of his proving a very successful teacher, as his plans become matured, and the influence of his instructions begin to develop in the minds of the children.</p>
112. Wainfleet, Wesleyan, Mixed.	2 Aug.	82	66	170	104	1	<p>1. Pretty good. 2. Fair. 3. On the Glasgow system. 4. Pretty well sustained. 5. Collective lessons are chiefly employed, except in reading and arithmetic, where the classes are more individualised. 6. The master appears very industrious and devoted to his duties. As a teacher he possesses fair qualifications, though better methods of individualising the instruction are desirable to be adopted. 7. The school is comparatively recently formed; and the attendance of the children has been very fluctuating. No very striking results have accordingly been yet produced.</p>
113. Lincoln, Wesleyan, Boys.	5 Aug.	127	70	126	126	1	<p>1. Pretty good. 2. Satisfactory. 4. On the Glasgow system as far as practicable, considering the numbers and the imperfect accommodation. 4. Good. 5. The school is in three divisions. Monitor lessons only are given to the whole at once. Each of the divisions has its own class teaching, and the two elder odd have gallery lessons added to this capacity. 6. Very kindly in disposition, earnestly devoted to the welfare of the school, and possessed of many excellent qualifications as a teacher, as well as a fair amount of acquisitions. The whole result of the plan of teaching is very satisfactory, and equally distributed over the whole school.</p>
114. Donnington-on-Bain, Wesleyan, Mixed.	6 Aug.	35	13	20	45	1	<p>1. Pretty fair. 2. Maps sufficient; books greatly deficient. 3. There are two main classes, which the master teaches as occasion presents, by individual or more collective lessons. 4. Fair. 5. Partly individual, partly collective. As a steady industrious teacher of no very marked qualifications, but doing his best to improve the children committed to his care.</p>

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Childr'n				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
115. Lincoln, Wesleyan, Girls'.	1850 7 Aug.	91	40	94	116	1. Pretty good. 2. Insufficient at present. 3. The mistress has been trained at the Borough road; but as the school is fitted up for the Glasgow system, she combines the drafts and monitors of the one plan, with the gallery teaching of the other. 4. Good. 5. Drafts and monitors are used for reading and arithmetic and cross questioning; but collective lessons are given upon other subjects by the mistress. 6. A teacher of some experience, good qualifications, and very commendable industry. 7. A good many of the scholars are young, but there is steady progress now making in the intellectual character of the school.
116. Leicester, Great Meeting, Boys'.	8 Aug.	137	118	286	150	1. Good. 2. Sufficient. 3. On the British system entirely. 4. Good. 5. Almost entirely monitorial. There is, however, a class-room, where the master instructs the elder class of boys more thoroughly, and prepares them for teaching in the drafts. 6. He appears thoroughly conversant with the British system in all its recent improvements, and teaches with a good deal of intelligence and industry. 7. This is a very old day-school, its history reaching back for above 150 years. It has hitherto been adapted only for a limited number of children; but about a year ago the premises were very much enlarged, and a British school on more general principles opened. There is good prospect of a valuable and improving school.
117. Liverpool, Jordan Street, Wesleyan, Infants'.	27 Aug.	108	40	60	103	1. Fair. 2. Fair. 3. On the usual infant-school system, with drafts for reading, and gallery instruction for every thing else. 4. Very fair. 5. Monitorial methods employed for reading, collective for other things. 6. Satisfactory, as an infant-school teacher.
118. Liverpool, Bruns- wick, Wesleyan, Girls'.	28 Aug.	.	.	.	.	This is a small school consisting chiefly of very young children. There is at present very little room for any regular organization, as the numbers are few, and the children backward. The mistress possesses very superior qualifications, and may in time, if circumstances favour her, raise the school into an efficient state of organization and instruction.
119. Sowerby-bridge, Wesleyan, Upper School, Girls' and Boys'.	29 Aug.	74	70	94	80	1. Pretty good. 2. Pretty good. 3. On the Glasgow training system. 4. Good. 5. The collective method is the foundation of the instruction given to the school, but a good deal of useful teaching is also done in the classes by the master and pupil teachers. 6. He is a teacher of a very fair amount of mental cultivation, and takes great pains to impress the knowledge he communicates, firmly upon the minds of the children. 7. The juvenile state of the school gives it on the whole, an elementary appearance. The number indeed who are learning any thing beyond the first elements is very small.
Lower School, Boys'.	"	184	.	.	185	1. Tolerable. 2. Pretty fair. 3. On the Glasgow system as far as is compatible with the circumstances of the case. 4. Good. 5. Drafts and monitors are employed in reading and in arithmetic. The gallery is used for the other branches. 6. A very good teacher, well informed, firm in discipline, and possessing very considerable resources in adapting his methods to the peculiar condition of the school. 7. The school consist wholly of half-time attendants, and considering this, much real progress has been made since last year.

120. Greetland, Wesleyan, g. . . Boys' . . .	30 Aug.	127	92	104	135	1. Pretty fair. 2. Books very much wanted. 3. On the Glasgow system. 4. Firm and good. 5. Almost all the instruction is given in collective lessons. The reading and arithmetic are taught in somewhat smaller draughts. The half-time attendance of most of the children prevents any extended plan of instruction being carried out. 6. Very laborious in his attention to the duties of the school, which has progressed as well as could be expected from the circumstances of the case. The best possible teacher could not do justice to the children without a better supply of books, especially as the numbers are large, and the elementary branches require constant attention from the children being nearly all either very young or half-time attendants.
121. Hatfield, Wesleyan,	2 Sept.	.	.	.	.	1. Fair. 2. Fair. 3. On the Glasgow system. 4. Discipline very satisfactory. 5. The method of teaching is principally collective. Very good progress has been made in reading, writing, arithmetic, and geography. Grammar, history, and dictation not so perfect. 6. The master is a cheerful and active teacher, who keeps up the spirit of endeavour very successfully. It bids fair to become an excellent school in process of time.
122. Sheffield, High St., . . . Mixed . . .	3 Sept.	100	8	20	45	1. Good. 2. Satisfactory. 3. Mainly on the Glasgow system, though a good deal of class teaching is also employed. 4. Satisfactory. 5. Collective lessons on the gallery, and, in some subjects, more individual teaching in classes. 6. The master is still working satisfactorily, and manages to apportion his instruction very judiciously, so that the whole mass of the school are showing a very equal degree of progress. 7. It would be desirable to make the younger department more separate—a plan which it is contemplated ere long to carry into execution. The general impression of the school is favourable.
123. Haworth, Wesleyan, Boys' . . .	4 Sept.	80	25	.	78	1. Tolerable. 2. Rather deficient. 3. On the Glasgow system. 4. Fair. 5. The methods have been mainly collective, though a fair amount of class teaching is also employed. 6. The reading and arithmetic are satisfactory; but there is at present a great deficiency in grammar, geography, and general knowledge.
124. York, Hope-street, British, . Boys' . . .	5 Sept.	178	678	149	178	1. Pretty good. 2. A fresh supply required. 3. On the British system. 4. Good. 5. The system of small drafts with a double set of monitors is in operation. But lately geography, arithmetic, grammar, and dictation have been taught by the elder monitors in larger divisions. 6. The master has not had many advantages in the way of education, but possesses great energy and determination. 7. The aptitude both in teacher and in the pupils is such that the school has raised the school from 30-400 in a short time, and keeps it now in full work. 8. The premises are large and convenient, and a classroom is soon to be added. With a little less dependence upon mere routine, and somewhat more explanatory teaching to the elder drafts, the school will soon become efficient. The technical departments, particularly arithmetic, are already very well managed.
125. Sheriff Hutton, . . .	6 Sept.	.	.	.	.	(School closed.)
126. Filey, Wesleyan. . .	9 Sept.	30	17	25	50	1. Pretty fair. 2. Fair. 3. Mainly on the Glasgow system. 4. Defective. 5. Collective lessons form the main feature of the plans. As the school however is small, and a great diversity in the attainment of the children, various modes of individual instruction are employed in teaching different subjects. 6. A teacher of very good attainments and commendable industry; what is wanted to complete his qualifications is the securing of more order in the school, and more thorough discipline, particularly in the younger children. For want of this I regret the inability to record any pleasing impression whatever.
127. Bridlington Quay, Wesleyan, Boys' . . .	10 Sept.	98	32	68	94	1. Neat and good. 2. Pretty well supplied. 3. On the Glasgow system—the main part of the school is in two large divisions, which are taught on the gallery. The little ones are in a separate class-room. 4. Pretty fair. 5. Most of the instruction is given collectively. The reading and arithmetic are in smaller divisions, and are successfully taught. In other subjects the want of more individual teaching is too observable. 6. A teacher of very fair personal qualifications, possessing abundant physical energy, and a considerable amount of talent, in managing the gallery. The school is pleasing and apparently flourishing.

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—*continued.*

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.						
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Instruction and Discipline.	5. Methods.	6. Master and Mistress.	7. Special.
128. Hull, Wesleyan, Boys.	1850 11 Sept.	137	8	176	146							
" " Infants.	" 12 Sept.											
129. Leigh, Wesleyan, Girls.	" 24 Sept.	59	23	28	65							
130. Bolton, Bridge Street, Wesleyan, Boys.	" 23 Sept.	96	59	71	100							
" " Infants.	" 23 Sept.	90	40	160	92							
131. Hurst, British, Mixed.	" 26 Sept.	200	150	180	249							

1. Good. 2. Satisfactory. 3. On the Glasgow system. 4. Good. 5. Some few subjects are taught collectively to the whole school (except the very youngest). But there are also large divisions which the pupil-teachers instruct in rotation, and instruct with a good deal of tact and intelligence. 6. An excellent teacher, well informed, firm in his discipline, and thoroughly acquainted with the wants of childhood in its early intellectual development. I expect much from the continuance of his labours in the future history of the institution. 7. The rooms in which the school have been recently erected. They stand upon a very eligible site, and are well arranged for carrying on the instruction of about 300 children, with nearly as many scholars. There are now about 250 regularly in attendance, the whole of which have been admitted within the last six months. I have seldom seen so much accomplished towards the order and discipline of a school, as well as the instruction of the classes, in so short a time.

The school was not yet fully organized, and the permanent teacher not appointed.

1. Fair. 2. A fresh supply of books desirable. 3. Mainly on the Glasgow system. 4. Good. 5. The reading is carried on in small divisions with the teachers and monitors. Most of the instruction is given collectively at the gallery. 6. A very good discipline, and an intelligent teacher. 7. This school is of a very miscellaneous character; some attend the whole way, some on a half, and many are only fit for infant-school instruction. Considering these circumstances, very fair progress has been made, showing, in every thing but arithmetic, an improvement over last year.

1. Good. 2. Fair. 3. On the Glasgow system. 4. Fair. 5. Chiefly collective, either with the entire gallery, or with large divisions. 6. The master appears to devote himself very diligently to the duties of the school, and is improving it, but he has had the school only six months. Fair progress appears to have been made for the time, though no results capable of being particularly recorded are yet manifest. 7. The gallery is the great instrument of instruction, except reading in drafts. 6. An earnest and diligent teacher, who appears well qualified for her duties, as well as anxious to fulfil them.

1. Very fair. 2. Very fair. 3. On the British system. 4. Good. 5. Partly monitorial; collective lessons are given however to the elder classes. A great deal of work is also given out for the children to do at home, which is systematically revised the next day. 6. A very young teacher, well informed and remarkably apt in organising and disciplining the school according to the plan of the Glasgow system. 7. The school, as a whole, is conducted with a high degree of order, though many of the children attend only half time, yet the general state of intelligence observable amongst them shows that they are under a vigorous and active system of instruction, which obliges them to make progress. Another pleasing feature of the school is the equal attention paid to the whole mass; the youngest making a fully corresponding progress with the elder classes.

132. Manchester, Arxley- street, British, Boys.	27 Sept.	200	900	1039	946	360	210	1	Very fair. 2. Well supplied. 3. Fundamentally on the British system. 4. Discipline good. 5. The school is separated into a few large divisions, which are taught apart by the master or pupil-teachers. There is ample accommodation of class-rooms. 6. A well qualified retired army teacher, who is throwing his mind very earnestly into the work, and laying the foundation of a good and efficient school in the future. 7. The school is held in very convenient premises, the property of Sir B. H. Wood, who gives free admission to the children of his own workmen, and supplies funds for the efficient conducting of the institution. The main body of the school, particularly the elder classes, are now making very good progress. There are about 60 little ones, however, who need infant-school instruction, and are at present hardly more than "kept quiet."
133. Manchester, Mar- shall-street, Mixed.	1 Oct.							1. Fair. 2. Fair, as far as the system requires. 3. On the Lancasterian system. 4. Discipline orderly. 5. Wholly monitorial. In the upper room, however, gallery teaching is added to a considerable extent. 6. There are three masters: those in the lower room, and especially in the middle, have been very successful in keeping the monitors regularly at work in the upper room. A more complete system of instruction has been commenced, with good prospect of success. 7. This is an old Lancastrian school, built in the year 1812, for teaching 1000 children. The plans have always been purely monitorial, and the only subjects attempted to be taught have been reading, writing (mainly on slates), and arithmetic. Of these the last is the only subject which has been taught with any kind of success. The whole is like a great school, in which the children are all questioning and no teaching, more than a mechanical result on the minds of the children. This plan it is the wish of the committee gradually to mould into something better and more efficient. For this purpose they have fitted up a separate room for about 150 of the elder boys, who are now very well taught there and are also employed as monitors below. To carry on the work of improvement they have applied for pupil-teachers. What may be the result yet remains to be seen.	
134. Patricroft, British, Boys.	3 Oct.	76	44	68	96			1. Fair. 2. Fair. 3. Fundamentally on the British system. 4. Good. 5. The subjects of general instruction are taught by means of gallery teaching; the more specific branches, as reading and arithmetic, are taught in sections by the master and pupil teachers. 6. A most laborious teacher, who adds to every fair mental qualifications a real devotedness to his work and a constant endeavour towards the mental and moral improvement of his pupils. 7. The school has made very satisfactory progress during the last year. The children passed a far better examination than at either of my former visits.	
" Girls.	"	72	97	105	74			1. Fair. 2. Fair. 3. On the British and the infant-school systems. 4. Satisfactory. 5. Sectional, monitorial, and partly also collective. 6. The mistress is working intelligently, and with a good deal of energy.	
135. Brookbottom, Wesleyan, Mixed.	4 Oct.	76	40	45	115			1. Fair. 2. Fair. 3. Mainly on the Glasgow system, but with many modifications necessitated by the circumstances of the school. 4. Discipline good. 5. Collective and sectional. 6. A zealous teacher of fair qualifications, and a good disciplinarian. 7. This school is extremely miscellaneous, having boys and girls, infants and juveniles—half and whole attendants, of both sexes, all mingled together. Taking this into account the children certainly show a very fair degree of intelligence.	
136. Oldham, Wesleyan, Boys.	7 Oct.	115	147	210	160			1. Fair. 2. Fair. 3. On the Glasgow system. 4. Very fair. 5. Partly sectional, partly collective. The pupil-teachers have acquired a good deal of ease and power in teaching their several divisions. 6. Well qualified, particularly in the arithmetical department, and possessing a good deal of quiet energy as a teacher. 7. This school labours under the disadvantage of having a good many half time scholars and a good many infants. Considering this, the amount of instruction conveyed is very satisfactory. An infant-school in connexion is to be opened soon, which will be a great relief to the upper school.	

Tabulated Reports, in detail, on Schools inspected by J. D. Morell, Esq., &c.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children	Percent at Examination	Admitted within last 12 months.	In ordinary Attendance.
137. Manchester, Lower Mosley Street, British, . . . Boys.	1850. 8 Oct.	231	190	190	240
Girls.	9 Oct.	91			110
Infants.	"	140	350	150	
138. Burnley, Wesleyan, Mixed.	10 Oct.	154	160	160	183
139. Manchester, Cheetham Hill, British, Mixed.	11 Oct.	113	42	40	120

GENERAL OBSERVATIONS.

1. Desks and Furniture.
2. Books and Apparatus.
3. Organization.
4. Instruction and Discipline.
5. Methods.
6. Master and Mistress.
7. Special.

1. Satisfactory. 2. Satisfactory. 3. The school is organized into large classes, which are placed in circles, so that the principle of emulation is not stopped by the boys arriving at the top. 4. Good. 5. The whole school is taught in sections, each section having its own teacher, and a specific range of work. 6. Very promising as well as thoroughly efficient. 7. The school has been progressing very satisfactorily during the last year. The reading down to the youngest classes is remarkably good, both as to accuracy and emphasis. The pupil-teachers having now improved by practice, and gained a greater maturity of knowledge, are throwing more strength and intelligence into the main body of the school. The elements both of geography and grammar appear to be very fairly comprehended as low down as the fifth class. The school as a whole is in a very pleasing state, and showing a satisfactory amount of progress since last year.

1. Satisfactory. 2. Satisfactory. 3. The school is taught in sections, each section having its own teacher, and a separate routine of work. 4. Very fair. 5. The school has made considerable improvement since last year, and the reading is now very good throughout the whole school, the arithmetic satisfactory, the other branches making some progress. 6. Fair. 7. On the infant-school system. 8. Good. 9. The ordinary peripatetic methods suited to infants are employed, also a staff of young monitors. 6. Satisfactory. 7. This infant-school has been long conducted by a very diligent teacher, Mr. Fletcher. The committee have now engaged a mistress likewise; with what result is hardly yet manifest.

1. Tolerable. 2. More required. 3. Mainly on the Glasgow system, but with a large element of the mutual form of instruction. 4. Very fair. 5. Partly monitorial and partly collective. 6. A very earnest and industrious teacher, who has struggled with many difficulties and drawn backs in his present position at present, as most of the children are creditably and usually. 7. This school cannot show any great improvement at present, as most of the children are either very young, or factory boys. Good progress has, however, been made since last year, and in the event of more pupil-teachers being appointed there is every prospect of further advancement.

1. Fair. 2. Fair. 3. Fundamentally on the British system. 4. Good. 5. The school is arranged to some extent on the monitorial plan, but the pupil-teachers have now rendered it more profitable to teach in large divisions. Each class has its own routine. 6. A very industrious teacher, quiet in manner, but throwing a great deal of vigour into his plans, and working generally in the spirit of intelligent advancement. 7. An attention has taken place in the school since last year. The mistress having left, the two departments (girls and boys) have been thrown together; the female pupil-teachers transferred to the industrial mistress (the master's wife), and the whole put under his care and instruction. This arrangement appears to have answered very well. The school has made decided progress, particularly in the middle and lower classes, and the general order and discipline of the whole has been well preserved.

140. Salford, Presby- terian, . . . Boys.	21	50	1.	Fair. 2. A little more attainments desirable. 3. Sectional. 4. Good. 5. On the Scotch Sessional plan—the instruction being given to sections of the school, according to their relative progress. 6. A teacher of respectable qualifications, and industrious application to the daily duties of his school. 7. Considering the rapid education of children through this school, the instruction conveyed may be considered somewhat comprehensive, and the knowledge evinced by the children shows that it has been conveyed with care and assiduity.
141. Manchester, Peter- street, Jerusalem Cha- pel, . . . Boys.	15 Oc	21	50	1. Fair. 2. Fair. 3. On the Scotch Sessional system. 4. Pretty fair. 5. The school is divided into sections, each of which is instructed by a separate teacher, without the use of monitors. 6. The mistress is a well-informed teacher, and keeps the minds of the children active by a variety of methods suited to their different capacities. 7. This school shows a fair state of general efficiency, but would be better for a little more order and strictness in the discipline.
142. Droylesden, British Boys.	86	80	1.	Satisfactory. 2. Satisfactory. 3. On the system of large circular classes. 4. Good. 5. Each division is taught separately, each having its own teacher, and its own range of subjects. A great deal of work is given out to be done at home in writing. 6. An excellent teacher and disciplinarian, who, with the disadvantage of small spaces and crowded rooms, keeps every thing going with perfect order, vigour, and efficiency. 7. This school is still retaining its high standing for practical excellence. About 40 boys can write from dictation, or abstracts from memory, with hardly a mistake of any kind; all of them too in a most clean and excellent handwriting. The other classes descend step by step in point of advancement with perfect regularity. The arithmetic and geography deserve to be mentioned for the very successful manner in which they are taught.
143. Mayfield, British Boys.	72	56	57	1. Satisfactory. 2. Satisfactory. 3. On the British system, with the modifications mentioned below. 4. Good. 5. Monitors are now heavily dispensed with. The school is divided into sections, which are taught separately by the master and pupil-teacher. 6. A very diligent and able teacher, who infuses an excellent spirit into the school, and is continually aiming at its improvement. 7. The school has made excellent progress under the sectional division, and will still continue to improve as the pupil-teachers become more efficient. Owing to the numerous attendances, Messrs. Christie have just erected a new and very commodious school-room; the old room to be divided into class-rooms. The school is in a very pleasing and flourishing state, and the amount of information evinced by the children show that they have been instructed with care and constant assiduity.
144. Sharples, British, Mixed.	66	39	42	1. Good. 2. Good. 3. On the British system. 4. Good. 5. Partly monitorial, and partly sectional. Collective lessons are also given. 6. A quiet but sound teacher, who without making any display impresses a good amount of instruction with care and diligence upon the minds of the pupils. 7. The school still presents a very pleasing and orderly appearance, and the children evince a good share of knowledge in the various subjects of instruction. The school is quite filled, and many are waiting for admission.
145. . . . Girls.	66	39	42	1. Good. 2. Good. 3. On the British system. 4. Good. 5. Monitorial and sectional. 6. A very good teacher, quiet and industrious. 7. The girls' department is relatively quite equal to the boys.
146. . . . Boys.	66	39	42	1. Fair. 2. Fair. 3. On the British system. 4. Pretty fair. 5. Chiefly monitorial. 6. He appeared to be a young man of satisfactory attainments, and to possess energy as a teacher, though he has not yet had time to see the effect of his labours upon the children. 7. This is a factory school, and exhibits the same kind of deficiency as commonly attaches to schools of that class. The reading, however, is pretty fair, and the arithmetic good. Of other things very little appears to have been taught. The geography and grammar classes, however, are to be re-organized forthwith.

has been much extended by the experience of the past year. I do not, however, propose—partly for the special reason assigned in my previous Report, *Minutes of Council*, 1849, vol. ii, p. 503; partly from the evidently transitional state of a considerable number of the schools under my inspection—to attempt to offer at this moment anything like a complete account of the existing arrangements for diffusing education amongst the children of the Catholic poor, or to determine the proportion between their necessities in this respect and the provision actually made for their supply. That the latter is still, in many places, wholly inadequate, I can entertain no doubt. That it is constantly becoming more ample, and assuming, both in quality and amount, a wider range, is equally certain; and I have observed with pleasure that it is precisely in those towns—as Liverpool, Manchester, Glasgow, and the like—in which there has been heretofore the most conspicuous defect in educational institutions for the children of Catholics, that the most earnest efforts are now being made for their maintenance and extension. In each of the three towns just mentioned, not to speak of others of a similar class, I have accepted invitations to confer with the clergy and other managers of elementary schools. The attendance on these occasions of persons interested in the promotion of education has been very large, and the most intelligent zeal was manifested in the subject of the conference. It was decided in every case, and after full deliberation, to offer a cordial co-operation with the Committee of Council. The best results have already attended these public discussions. Prejudices have been removed; principles of combined and effective action have been defined; grievous deficiencies, not known or not appreciated, have been brought to light; and finally, new institutions have been created; and the basis of future operations solidly constructed. I ought not to omit to take this opportunity of expressing my acknowledgments to the various gentlemen with whom these conferences have made me acquainted, and my grateful sense of the kindness which I have uniformly experienced at their hands, and of the candid spirit in which they accepted the explanation which it was my duty to lay before them. I regret to state that an important class of schools—those which are under the charge of the Christian Brothers—have not yet been opened to inspection. On the other hand, the schools of all the other Roman Catholic educational institutes established in this country, without exception, have been placed in connection with the Committee of Council; and the assent thus unequivocally afforded by the managers of such schools to the principle of co-operation with the civil power in promoting popular education, dispenses me from the necessity of further allusion to this subject.

The condition of the schools visited by me during the past year, and especially of those in which pupil teachers have been apprenticed, is, with few exceptions, one of active and decided progress. The summaries appended to this Report will show that successful attempts have been made, in a considerable number of schools, to introduce a more complete and effective "organization;" and much attention has been generally paid to a point of at least equal importance—the use of approved technical "methods." It has been too often my duty to report that these were feeble and ineffective; nor can any complete remedy be applied to this serious evil, so long as schools are committed to the charge of incompetent and untrained teachers. The simpler functions of the teacher's office—the art of arranging, classifying, and controlling masses of undisciplined children; the prudent selection of text-books and apparatus; the judicious distribution of subjects and economy of time: these demand no special gifts, and may be readily acquired by careful observation, and even by a short period, diligently employed, in the examination of one or more model schools. But the processes by which knowledge is to be evolved from books, or transferred from the mind of the teacher to that of the pupil, form a distinct study, and evidently belong to the highest department of the teaching art. It is in this respect—the due appreciation and vigorous employment of scientific *methods*—that a certain number of the untrained teachers in elementary Catholic schools are still lamentably deficient: and it is better to record and call attention to the fact, with a view to the adoption of the measures which it suggests, than to disguise or underrate an evil, the removal of which is indispensable to the attainment of more complete and satisfactory results. There is no point connected with the improvement of elementary education to which it is more important to invite the attention of school managers. Wherever the "methods" employed are meagre and unscientific, the life of the school will be feeble and languid, and the scanty knowledge appropriated by the children superficial and inaccurate. It is only necessary to compare the condition of schools which are in a state of contrast in this respect, or even, as has happened to me several times during the past year, of the same school at different periods of its existence, to comprehend that the question of primary importance is, not the *amount*, but the *method* of instruction; or, in other words, that the real problem for elementary teachers is, not *what* they should teach, but *how*.

And if this be so, it can hardly be necessary to suggest to the responsible managers of schools, that an experimental knowledge of really effective *methods* should be considered an essential qualification in all candidates for the office of teacher. It is not enough, for example, that a teacher should have

learned grammar or history, but quite indispensable that he should be able, moreover, to unfold and make over his own knowledge to others: and it is really a depressing spectacle, which one would gladly witness as seldom as possible, to watch the painful attempts of certain teachers to insinuate, in incoherent and dislocated fragments, the matter of their ambiguous instructions, and the silent misery of their scholars under the infliction of the process. It is surely time to rid ourselves as quickly as may be of that class of pseudo-teachers, happily becoming more and more rare, who have just skill enough to hide the poverty of their own attainments, and just sufficient knowledge to irritate the intelligence of their pupils, but not enough to develop its power or satisfy its wants.

The subject of "methods" is of such weighty importance, and has been so often forced upon my attention, that I am unwilling to content myself with a mere allusion to it. It is probably the universal experience of persons occupied in any of the provinces of education, that the branches of knowledge most distasteful to children are not necessarily those which present the least surface of contact to the senses, and make the largest demand upon the faculty of reflection, but those which are exhibited to them in such a form as to destroy their connection with truths previously acquired, and to obscure their relation to the facts and ideas with which they are already familiar. The science of grammar, for example, will be simply disgusting to the children of a certain school, of which the teacher is conversant with no more persuasive "method" than to place a book in their hands, and then ask the definition of a noun or a verb; while to others, more fortunate in this respect, it is often the favourite study, and that in which they make the most rapid progress. Thus, there shall be two schools, in both of which grammar has been taught, ostensibly at least, during three or four years; and an examination will reveal the fact, that while the most advanced scholars in the one can barely distinguish the parts of speech, and that in an uncertain and unintelligent manner, whole classes in the other comprehend accurately the relation of words in a sentence, have made considerable progress in etymology, and can even give an outline of the history of their own language. And the difference in these results is to be attributed entirely to the inequality of the "methods" employed.

In several schools, with which I am acquainted, a plan has been adopted of teaching the first general notions of grammar in connection with geography and history, which has been attended with very striking results. A lesson is read by a class, which has been previously selected by the teacher, and which contains words having Saxon, Latin, and other roots. The attention of the children is attracted to this singularity in

the spoken language of the present day, and they are invited to offer some explanation of these complex and multiform words. Their curiosity being awakened, they are next placed before a map, and the teacher having first rapidly traced for them the principal epochs of our history in which Britain was visited by foreign invaders, and assisted them to follow on the map the path pursued by their armies, they readily comprehend, by the aid of such simple illustrations, the successive introduction of new dialects, and even form some conception of their gradual influence upon the original language of the country. The meaning of grammar, as a distinct science, already begins to be evident to them before they are burdened with unintelligible definitions of things which they are unable to compare with anything already located in their minds. But the real advantage of such a method is, and it is for this reason that I refer to it, that they have been unconsciously led to contemplate a new order of ideas, by the help of those which they already possess, and to feel emotions of pleasure in their first introduction to a study, which, from the manner in which it is too commonly approached, is, even to intelligent children, hopelessly repulsive and distasteful; and to the rest, a subject of despair.

I am not acquainted with any English treatise on "methods," the use of which can be generally recommended to students; and having examined some of those which are most commonly employed in the schools of the Continent, they have appeared to me to require so much modification in order to their adaptation to English thought and feeling, as to render their translation inexpedient. The excellent *Manual* of Overberg is, on many accounts, worthy of careful perusal; but there is a simplicity and familiar tenderness of tone throughout the volume, which, however pleasing and attractive, seems to disqualify it as a text-book for the ordinary class of English students. I conceive that the publication of a suitable work by one who, in addition to a large experience, should possess the other qualifications necessary for the task, would be an important boon to all concerned in promoting elementary education.

It may be an encouragement to some school managers to consider the subject more attentively, and serve to stimulate their efforts, if I refer to practical examples, within my own experience, of the different results attending the use of good or bad methods. It has happened to me, on several occasions during the last few months, to visit schools of which the character had been so entirely changed since the previous inspection, and in which so large an amount of solid and accurate knowledge had been acquired by the children in the space of twelve months, as to suggest special inquiry into the processes

by which results so satisfactory had been attained. They had perhaps been equally remarkable in the previous year in many of the features of a well-organized school, and eminently successful in their moral and social influences. But here the educational process was checked and suspended, as if the teacher could urge it no further. And the explanation of the subsequent development of intelligence in the children, and of the vastly increased amount of instruction diffused amongst them, was simply the introduction of more scientific "methods." Either new and qualified teachers had succeeded, in the interval, to the charge of the school, or the same teachers had been awakened to the necessity of serious studies in order to the improvement of their own attainments; and had wisely been encouraged to visit one or more model schools, and thus to learn, by actual observation, the most difficult and important branch of their duties—the art of conveying knowledge to others.

And it may be further observed, in conclusion, that the existence of so many Roman Catholic schools in this country, conducted by accomplished members of some of the most flourishing and successful educational institutes in Europe, offers, both to teachers and managers, all the requisite facilities for a close examination of the best experimental methods. It is true that an observer may be somewhat perplexed, at first sight, by a certain variation which he will notice in the traditional teaching in schools of this peculiar class; but the opposition in some of the maxims current in these schools, is more apparent than real, and the same general principles control and direct them all. I propose to offer some remarks presently upon some of the main characteristics of the schools in question; and it will suffice here to remind the promoters of elementary education for Catholics, that in such remarkable institutions as have been founded in connection with St. Barnabas', Nottingham; St. Thomas', Liverpool; St. Mary's, Derby; St. Chad's, Birmingham; or again, though at present in a less degree, in the schools at St. Leonard's, Newport, Banbury, Northampton, Sunderland, and some others; they possess existing models of the most complete systems of education, where all the noblest results of wise and solid instruction are in progress of accomplishment, and which appeal equally to their admiration as Christians and as citizens. If our schools do not henceforth tend constantly towards a higher and higher degree of efficiency, and approximate to the utmost attainable perfection, it can no longer be for lack of models upon which to form them.

In connection with the subject just referred to, it may be well to notice in this place another point of great practical importance, and upon which I have been requested by several managers of schools to state my opinion, as soon as the results of

an adequate experience should enable me to do so. Next to the employment of judicious *methods*, the selection of the *books* best adapted for the use of children in elementary schools, will evidently occupy the attention of a reflecting teacher; and just now there is some discussion as to the choice which may be most advantageously made. For some years past almost the only books used in Roman Catholic schools have been those of the Christian Brothers, and they have been generally deemed to possess peculiar merits. In respect of their moral and religious tone, there can be no doubt that this is a true estimate of their value. But after the most careful comparison of the Reading Lessons of the Christian Brothers with those of the Irish National Commissioners, and much observation of the general results which attend their respective use—as well as frequent consultations with the most highly qualified and experienced teachers, religious and secular,—I have come to the conclusion, not only that there is no sufficient ground for the exclusive employment of the former, but that they are less useful, for reasons which I will mention immediately, than the books of the Irish National Society. No one can feel more deeply than myself how much popular education owes to the labours of the Christian Brothers, nor more earnestly desire that the sphere of their employment should be constantly extended. But this conviction does not permit me to doubt that, in some respects, their Lesson Books—and especially the Third—are defective, and ill adapted for the use of that class of children by whom the elementary schools of this country are mainly frequented. In the first place, they appear to me to be much too difficult. It is only necessary to open the Third Book, to which this objection particularly applies, to see that it is full of *hard words*, and that the structure of the sentences is far too complex and artificial for the children in whose hands it is commonly placed. It has repeatedly occurred to me, during the examination of a school, to call the attention of school committees to the fact that barely a single sentence which had been read by a class from the Third Book was intelligible by them; and the truth of the observation was sufficiently obvious, on every occasion, to be readily admitted by all who were present. Indeed it would be no exaggeration to say that, in many instances, the use of this book has been nothing more than a lesson in the pronunciation of difficult sounds; no instruction whatever being derived from the text, nor any faculty save that of articulation being brought into exercise.

I am not aware how far the exceptional character of the primary schools of Ireland—and the peculiar advantage possessed by their teachers, as compared with our own, in the far longer duration of the educational course than the greater demand for labour in this country will allow,—may affect the

objection which I am stating. It is possible that in schools of average merit in that country the books of the Christian Brothers would be read with more advantage than in our own. But however this may be, a still more serious objection remains, in the want of sequence, connection, and continuity, which characterises the books in question, as compared with those of the Irish National Board. There is in this respect, I conceive, something like a palpable contrast between the two sets of books, and the advantage is wholly on the side of those which are used in the National Schools.

And if this is the opinion which a mere comparison of the works referred to would suggest, it is certainly confirmed, in my own case, by long and careful observation. That observation has detected two facts: (1) that in schools where the books of the Christian Brothers are used, the children read less fluently and less intelligently than in others, and this because of the superfluous difficulty of the words and sentences; and (2) that the amount of knowledge possessed by them, as compared with others who have used the books of the Commissioners, varies in the same proportion,

I feel the less hesitation in stating this opinion, because it is shared by the most experienced teachers whom I have consulted; and especially by that class—those who belong to religious institutes—by whom the essentially religious character of the books of the Christian Brothers would be most warmly appreciated: but they have concurred with me in thinking that the power of the religious element in instruction depends not so much upon the tone of the works employed, as upon the personal influence and practical piety of the teacher; and that the truest view of elementary school books is to regard them as an *outline* which is to be filled up by *vox et voxce* exposition, a *text* which is to be commented and enlarged by the skill and judgment of the instructor.

Upon the whole, I conclude that, for the reasons above referred to, the reading-books of the Irish Commissioners may be more profitably used in our schools than those of the Christian Brothers.

It is hardly necessary to say, that in the opinion which I have expressed of the course of elementary school literature recommended by the Irish Commissioners—the value of which has long since been attested by the most competent and independent witnesses,—it has not been my intention to suggest that the works published under their sanction should be used to the exclusion of others. They comprise, indeed, a wide range of systematic and methodised instruction; but many important subjects, which barely find a place in them, or which demand a deeper and fuller illustration, must be sought for elsewhere. History, for example, both sacred

and profane—and especially Bible History, the study of which commonly occupies so much attention in elementary Catholic schools,—is degraded from its true place, at the very summit of human sciences, when it is confined to the exhibition of a barren series of dates and epochs, or to the naked record of unconnected facts. Attempts have recently been made to supply suitable text-books, for the use of Catholic schools, in this department of knowledge, and they have not been unsuccessful. The books to which I allude have been already appreciated by a considerable number of school managers, and I have neglected no opportunity of recommending their general use.

I will not quit this subject of books, without expressing the surprise and regret with which I have observed, in certain places, how inadequate has been their supply to the real wants of the scholars. Certainly a singular misconception must prevail in such places as to the meaning of the words “school” and “education.” It ought not to be necessary to remind people, at this day, that a *school* is something more than a room, with a number of children in it, and a sturdy adult, who is called by courtesy the *teacher*. Yet there are still a few amiable and well-disposed persons, whose conceptions of what is required in teaching the children of the poor are not developed beyond this point. There are even examples—happily very few—of individuals possessing both the best intentions and the amplest means, who have not only acquiesced in such views, but who have accustomed themselves to regard with complacency their own share in the task of extending popular education when they have provided a building, more or less suitable for the purpose, and gathered within it a certain number of children,—as if this were all the machinery required, and the work of instruction might then be left to accomplish itself spontaneously. And even in cases where larger views and more thoughtful and effective plans are exhibited, it has sometimes been deemed sufficient to furnish such a limited supply of books, and of such a character, as to imply the notion that the children were either designed to acquire their knowledge from some other source, or not to acquire it at all. I have seen *two* schools, in which the *only* reading book was the New Testament; but this was, probably, not so much from choice as necessity.

On the other hand, a very large number of school managers have anticipated or adopted the suggestion that we should deal with children of this class precisely as we do with our own; and that without distracting or overburdening their minds with a superfluous variety of text-books, we should seek to stimulate their intelligence, and to recompense its efforts, by all those legitimate devices of which we have recognised the use and value in the case of our own children. And it is certain

that to be incessantly turning over the pages of the same well-thumbed book, which has become a kind of fixture, like the benches or walls of the school-room, will engender not only languor and apathy of intellect, but also that fatal and often incurable aversion to the active pursuit of any branch of knowledge, for which the masses of our labouring population are unhappily conspicuous; and which, it may be added, is sufficiently accounted for by the fact, that all possible pains have been taken to convince them, during the brief period of their school-life, that the process of study is of all occupations the most tedious, insipid, and unfruitful.

With respect to those founders or managers of schools—chiefly benevolent ladies in rural districts—who not only *profess* to confine the subjects of instruction within a very narrow range, but who do so on principle, and think that “too much knowledge,” as they say, “is a bad thing for poor people;” two facts may be offered, instead of arguments, by way of protest against their opinion. In the first place, wherever the instruction is professedly limited, it is ridiculously meagre and defective, even in those branches which are nominally taught,—at least I am not myself acquainted with any exception to this rule. In the second, the experience of the most prudent and successful teachers appears to be decisively in favour of such principles as the following: that the pursuit of truth, in whatever department, is the common privilege of all who desire to enter upon it; that there should be no other limit assigned to it but that of capacity and opportunity; that the acquisition of a new truth is both the necessary complement and the appropriate reward of those which have been previously attained; and further, that, as a matter of fact, (so far as it has been hitherto ascertained by observation,) the cultivation of the intellect, and the possession of solid and accurate secular knowledge, is *favourable*, though not of course *necessary*, to the development of the moral and religious faculty, and does not disqualify those who belong to the humbler classes for the faithful and willing performance of their lowly and laborious duties. I believe that the truth is considerably under-stated in these remarks; but I shall have occasion to refer to the subject again, in noticing the results obtained in schools conducted by “religious” teachers.

It is very satisfactory to me to be able to report, as one of the many tokens of increasing activity and zeal on the part of the managers of Roman Catholic schools, as well as one of the most encouraging signs of steady progress and improvement, that a considerable number of Infant Schools have been opened since last year, or are now in course of erection. And there is every reason to anticipate that they will not only be still further multiplied, but that their construction and organization

will be framed upon the most approved models. In many of those which have been created during the past twelve months, the most successful results are already obtained; and as the great value and importance of such institutions is tested by actual experience and observation, there is a growing desire to reproduce them in all the localities to which they are more especially adapted. There can be no doubt that the multiplication of really efficient Infant Schools will powerfully stimulate the progress of popular education, and even tend, in the course of a few years, to widen its scope and elevate its general character. "Every school for the poor," says M. Cousin, "ought to have a gratuitous infant school annexed to it and preparatory to it." Already it is ascertained, by actual observation, that children of seven years, educated up to that time in a highly organized infant school, have both a larger amount of real knowledge, and a keener capacity of adding to it, than the majority of those who, at double their age, have finally quitted the scene of a less practical and scientific instruction. Such facts will gradually obtain the full consideration due to them, or rather, are even now appreciated by all who are actively engaged in promoting elementary education. The constant increase of Roman Catholic infant schools is a sufficient evidence of this, so far as one class of school managers is concerned. It is unnecessary, and would perhaps be inexpedient, to specify particular examples; but it is an agreeable duty to refer to such new institutions of this kind as have been established at St. Thomas's and St. Anthony's, Liverpool; St. Mary's, Derby; St. Patrick's, Manchester; All Souls, St. Leonard's; St. Barnabas, Nottingham; at Towneley, Banbury, York, and other places. In these and similar schools the best models are supplied upon which others may be successively formed; and as all the characteristic features of the most approved systems have been carefully adopted by their founders, no doubt can be entertained of their complete eventual success.

It is, again, an unequivocal token of the vigour and activity with which measures are now being taken to extend education amongst the Catholic poor, that so large a number of new school buildings have either lately been completed, or are now in course of erection, in various parts of the country. Of these no inconsiderable proportion are of ample dimensions and excellent architectural design; while, in a certain number, the expenditure has been almost lavish, and in a few, there is a luxury of furniture and apparatus, which, even if it be exposed to the charge of superfluity, serves at all events to impress upon the children that their education must be a work of no mean importance, since it is deemed to require such aids and appliances. It is, moreover, an advantage which cannot be over-estimated, that the school-room should be the brightest and most cheerful place with which they are acquainted.

But indeed these costly fabrics, and this unstinted outlay, attest a still more valuable and auspicious fact : they show, by indisputable evidence, that the training and instruction of the children of the poor is no longer regarded, by those who profess to make provision for it, as a labour which can be successfully accomplished in the otiose and unthoughtful spirit of other days. It is this consideration which gives perhaps their chief value to the many noble buildings, whose construction has been inspired by a generous and enlightened zeal of which the matured fruits are still to be developed. And when it is added, that not a few of these structures have been carried forward to their complete state only by patient and long-continued sacrifices, often on the part of a single individual, we may be permitted to hope, without fear of being too sanguine, that that great social work (than which none more nearly touches the life and prosperity of nations), the struggle with ignorance and vice in their strongholds, the masses of an undisciplined and uninstructed population, has begun in earnest.

It will be inferred from what has been said above, that, in spite of the cost of some of the school-fabrics alluded to, they have not always been designed or fitted with due regard to the peculiar purposes to which they are to be devoted. And I may perhaps be allowed to suggest to the founders of new schools, that their practical usefulness will be very much diminished, unless due regard be paid, in their original construction, to those special arrangements and appropriate details which the modern systems of organization require. In this matter, ordinary architects, however skilful in their profession, are not to be trusted. I have seen more than one building, erected after the designs of one of the most eminent of living architects, and at a cost exceeding £2000, in which so little knowledge of essential details is displayed, that, in spite of their imposing appearance, they can only be regarded as very good banqueting-halls converted into indifferent school-rooms.

Amongst the most remarkable of the new buildings devoted to educational purposes, either for their architectural character, extent of accommodation, or costliness of fittings and apparatus, are the noble schools at Mount Vernon, Liverpool; St. Helen's, Lancashire; St. Barnabas, Nottingham; St. Leonard's-on-Sea; St. Mary's, Lancaster; St. Thomas's, Fulham; St. Mary's, Derby; St. Andrew's and St. Roque's, Edinburgh; and the Talbot schools lately erected at Preston. Several new schools, on a very large scale, are in course of construction in London, Liverpool, Manchester, and other places, of which I hope to speak on a future occasion.

There appears, then, to be a rapid and continual increase of school accommodation, as well as a disposition to enlarge and

otherwise improve existing buildings; so that, in this respect nothing is to be observed but what is encouraging and full of promise for the future. But it cannot, I fear, be said that equally effective measures are being taken to supply, what is still more urgently needed, a body of carefully trained and duly qualified teachers. It is true that a considerable number of masters and mistresses have been imported during the last twelve months from the various training-schools of Ireland, and especially from the valuable institution in Marlborough-street, Dublin. Of these the great majority possess respectable endowments, and a few are remarkable both for their talents and attainments. But it is a subject of regret that an important class of English elementary schools should be still dependent, if not wholly, at least in a very great measure, upon foreign sources for the supply of this want.

Amongst the few institutions already established in this country for the training of teachers for elementary Catholic schools, the most complete in its organization, and the most promising in its probable results, is that which has been formed in connection with St. Mary's, Derby. In this institution all the essential conditions of complete eventual success—suitable buildings, skilful and devoted teachers, and a highly organized practising school—appear to be secured; and it is to be hoped that the influential promoters of primary instruction for Catholics may be induced to concentrate upon this place all their efforts and resources, instead of dissipating them, with comparatively feeble effect, in various localities, where no solid results upon a large scale can possibly be realized.

I am not at present accurately acquainted with the state and progress of the Normal school at Hammersmith, established under the auspices of the *Catholic Poor School Committee*; though I am informed by their Secretary, Mr. Scott Nasmyth Stokes,—to whose assiduous labours and distinguished talents so much of what has been already accomplished towards the improvement of Roman Catholic schools is due—that the institution is assuming a character of great importance, and that the students, of whom a very small number have completed their course, exhibit the best possible dispositions, and are likely to prove valuable and successful teachers. But it is evident that a considerable period must elapse before one such establishment can furnish a continuous and adequate supply of qualified masters; and meanwhile the progress and development of Roman Catholic schools must be seriously checked and impeded. The Poor School Committee, however, are neither unconscious of nor indifferent to this fact; and whatever the means at their disposal may enable them to effect towards the remedy of so capital a defect, will unquestionably be attempted, with all the zeal, perseverance, and judgment.

which characterise so conspicuously their truly valuable labours. And I am satisfied that it would be impossible to offer to the Catholic laity, who are interested in the improvement and extension of popular education, any suggestion which has greater claims upon their attention, than that they should repose entire confidence in the measures adopted by that body, augment to the utmost of their ability its too scanty resources, and seek by all possible means to extend the range of its operations. My own experience has afforded me abundant opportunities of appreciating the invaluable services which it has already rendered to the schools in connection with it; and I have the strongest conviction that in proportion to the wider development of its action and influence will be the progress of improvement in that class of schools to promote whose greater efficiency it was originally founded.

I ought not, perhaps, in speaking of matters affecting the welfare of Roman Catholic schools, to omit all allusion to the introduction into them, for the first time, of apprenticed pupil teachers. The school managers who have availed themselves of their services, and watched the effect of their employment, appear to be unanimous in their sense of the value of this class of assistant teachers; and the improvement visible in the schools where they are found, is, with few exceptions, sufficiently marked and decisive to leave no room for doubt on this subject. The great majority of those who have presented themselves for examination at the close of the first year have acquitted themselves with credit, and fulfilled in the most satisfactory manner the conditions of apprenticeship. None have been found unworthy of admission to the second, while a certain number have been advanced to the third year. And if a few, out of about two hundred, have been admonished that their progress was not entirely satisfactory, the fault is to be attributed, in almost every case, to accidental causes, such as continued illness and consequent absence from school; and perhaps, in a very few instances, to the indifferent qualifications of the teacher to whom they had been apprenticed. In such cases, I have not hesitated to recommend strongly the removal of the incompetent teacher; and I conceive that it is not the least of the many solid benefits flowing from the system of apprenticeship, that it tends, by an inevitable process, to detect and extirpate the ignorant, of careless, or unskilful teacher; while it supplies such as are really capable of filling that difficult and important office with a new and urgent motive for the cultivation of their powers and the improvement of their attainments. It affords me peculiar pleasure to add, upon the testimony of many of the clergy, as well as that of my own observations, that a large proportion of the pupil teachers have rendered to the schools in which they are placed

far higher services than those which are strictly required from them by the letter of their indentures: I allude to the excellent and persuasive example which they have commonly afforded to their companions, and to the healthy moral and religious influence of which, under the guidance of their superiors, they have been the active and willing agents in their respective schools.

I am unwilling to bring this Report to a conclusion without saying a few words upon a class of schools of which the characteristics are so peculiar, and in which the educational results are, speaking generally, so complete and remarkable, as to demand a special record. It has appeared to me that I could not omit to give some account of the schools in question, of which I have now had two years' experience, without exposing myself to the charge of overlooking by far the most important fact which has come under my observation; and although the peculiar features of the institutions to which I am going to allude are, for the most part, too closely connected with special causes to be proposed as models for common imitation, and on this account not likely to produce any effect upon the general course of popular education; the schools in which they are exhibited are, in themselves, sufficiently numerous and important to counterbalance this consideration, and to induce me to offer some account of their character and constitution. The schools to which I refer are those which are taught by "*religious*" teachers; and it may be expedient to explain, in the first place, what this title denotes.

It is well known that there exist in this country, as in others, communities of men and women who have bound themselves, by a voluntary compact, to a special kind of life, to be devoted, under the control of definite rules and regulations, to the various functions of charity and benevolence. Amongst these communities, owing their existence to so pure and generous an inspiration, no small number have proposed to themselves, as the special work of mercy to which their life should be consecrated, the education of the children of the poor. They have long been before the world, and most of the great societies into which it is now divided have profited, in various degrees, by their labours. They are found not only in England, France, and Austria, and other great centres of civilization, but in India and China, in the dominions of the Sultan, scattered through the islands of the Pacific, and along the extreme western shores of America. Wherever ignorance prevails, they offer themselves as the pioneers of science and truth—wherever knowledge begins to be valued, they are at hand to direct and stimulate its pursuit. But all persons interested in the work of education are now, more or less, acquainted with this class of instructors; and recent publications

have attested the fact, that their labours are not inadequately appreciated even by some whose sympathies would not readily be enlisted in their favour.

It is evident that the teachers issuing from these communities have a double character, resembling others inasmuch as they are *teachers*, differing from them inasmuch as they are *religious*; but it is, strictly speaking, only in the former character that they come into contact with the world, and that their work is exposed to observation and criticism. It will not be necessary, in speaking of the schools under their charge, to notice the special qualities, which, from their very nature, are hidden from view, except in so far as they exert a manifest influence upon their success as teachers. It is enough to observe, that they differ from all others, however honourably distinguished, in this respect; that they perform the various duties of their office, not for the sake of present rewards, nor as a profession, nor as a means of livelihood, but from the purest and loftiest motives which can influence human nature. This is their first distinctive characteristic.

But they differ, again, from the great majority of teachers, if not in belonging originally to a higher grade of society—this is almost universally the case in female communities—yet in the previous cultivation of their minds, the possession of more ample attainments, and a far more careful and complete preparation for the task to which they are consecrated. They have also, in institutes especially devoted to education, the almost inappreciable advantage of being familiar not only with scientific systems, but with those living traditions which grow out of the experience of a long series of years, and are easily perpetuated amongst successive generations of teachers, all animated by the same spirit, and acting, not as individuals, who cannot bequeath to others their own influence and example, but as communities, which are always the same, though their members change or disappear.

I am sensible that this is a very meagre and insufficient account of the peculiar and eminent qualifications of the class of teachers referred to, but enough perhaps has been said by way of preface to some remarks upon the general results of their teaching. It is with *facts* that the promoters of popular education are concerned, and they are naturally impatient of observations which, though suggested by actual experience, may appear to lie within the domain of opinion.

During the last two years I have visited a considerable number of schools under the charge of “religious” teachers in England, Scotland, and Wales. The great majority of these were girls’ schools, and it is of them only that I am going to speak. I have observed elsewhere that the schools conducted by the Christian Brothers, including some of the largest and

most important of their class, are not at present open to official inspection. It would, therefore, be premature to speak of the results of "religious" teaching, so far as boys' schools are concerned. Confining my remarks, then, for the present, to schools taught by the members of female religious communities, and especially by Sisters of Mercy, and comparing them with other elementary Catholic schools (to which it will be understood that the comparison is strictly limited), I do not hesitate to say that, with scarcely an exception, the former are immeasurably superior, in all which constitutes the distinctive character of educational institutions, and by whatever tests their respective value and efficiency may be tried.

The work accomplished in any primary school, by whatever system, may be classified under two heads—education and instruction. Under the first will be included all that is done to give a definite form to the character, and to discipline the feelings and affections: to the second belongs the communication of knowledge. It is in both these works that the labours of religious teachers are usually attended with signal success.

(1.) With respect to that first and most difficult process, which consists in civilizing and refining rude natures, in subduing the will, in establishing efficacious moral restraints—that process of *education*, properly so called, which is so feebly and imperfectly effected by ordinary teachers, and without which the possession of barren knowledge is at best a questionable privilege—it is impossible to witness without admiration the results which, in the long run, and after a fair trial, appear to be invariably accomplished by the teachers in question. I could point to not a few schools under their charge in which they have contrived to infuse into their scholars a gentleness, docility, and refinement of manner, seldom witnessed even in institutions of much higher pretension. And if we test their skill and success by inquiring how they deal with those familiar difficulties which are the plague and affliction of less accomplished teachers—such as irregular attendance of the children, obstinate mental apathy, and all the long catalogue of perversities for which students of this class are somewhat conspicuous—we observe such facts as the following. Instead of unceasing and vain attempts to correct habitual and causeless absence, we find, in most of these schools, that the only punishment known is to forbid the attendance of the offender for one or more days; and this chastisement, which would elsewhere act as a premium upon insubordination, is more dreaded than any other. To be at school has become a real happiness, and to be excluded from it a serious affliction.

It would be out of place to describe all the devices by which study is made an enjoyment, the hearts of the children captivated by their teachers, the morose made cheerful, the indif-

ferent kindled, the clever disciplined, and the dull encouraged. No doubt the methods are worthy to be described, but it is enough here to attest their success.

(2) The work of *instruction* is proceeding in the majority of these schools with almost equal success; and this is not wonderful, if we consider the infinite pains which these ladies are willing to take in order constantly to improve their qualifications as teachers. The motive which influences them is of that kind which overcomes all difficulties.

I will conclude by referring briefly to two schools which may be considered as types of the class, and both of which will probably, within two or three years, have reached such a condition of complete efficiency as to be unsurpassed by any elementary school in Europe.

In the school which is superintended by the Sisters of Mercy at Derby, the following are some of the points which particularly attracted my attention.

The Lesson-Books of the Irish National Board are employed as *texts*, out of which a complete and systematic course of instruction is constructed by the intelligence and skill of the teacher. The minute analysis of the reading lesson is the prominent feature of the instruction; and, it may be said, that bees do not more thoroughly extract from the flower its hidden treasure, than these teachers each particle of knowledge which the lesson contains or suggests. On the occasion of my last visit to this school I had the advantage of hearing the elder girls examined by the superioress of the Kinsale school, so well known for its remarkable success, and for the special eulogy and support which it has merited from the officials of the National Board; and I know not which was most worthy of admiration, the clear, rapid, and searching questions of the examiner, or the prompt and unerring replies of the children. The accuracy of their knowledge in sacred and profane history, and their power of tracing the connection between them, were really astonishing. They had a considerable acquaintance with natural history, and could also explain with precision natural phenomena, such as the rainbow, the tides, &c.; and readily gave their explanation in another form when required to do so. No lessons are learned at the school, but all *at home*—a fact, of which the full significance will be readily appreciated by any one conversant with the ordinary class of elementary schools. All the instruction is conveyed by the most felicitous methods, and even the spelling lessons are made as animated, if not as interesting, as any other. The copy slips, are passages from the prophecies of the Old Testament, which the children, in consequence of this practice, appeared to know by heart; indeed, their knowledge of Holy Scripture and of Bible history surpassed all that I have witnessed elsewhere.

In giving Scripture lessons to the younger children, pictures are used with good effect. The relations between the teachers and the pupils, and their deportment towards one another, are not the least admirable feature of the school.

In the school conducted by the Sisters of Mercy at Nottingham, which has been in operation for a longer period, and which has the advantage of more cheerful and better furnished rooms, and a more ample apparatus, similar results are being developed. In one important particular, the mode of analyzing the reading lesson, it slightly differs from the school just described. Instead of attempting to draw from each lesson *all* the instruction which it contains or implies, which is the main characteristic of the teaching at Derby, one subject is selected for special analysis on fixed days of the week. A gallery lesson, which occupies forty minutes, is given every afternoon to the first class, which is unusually large. The *special* subject of this lesson, though not the exclusive one, is—

On Monday, Geography.

Tuesday, Natural History.

Wednesday, Grammar.

Thursday, Astronomy.

Friday, Sacred History.

The same system is employed in instructing the second and third classes, but varied according to their capacity. Etymology is taught with remarkable success; and the first class answered such questions in natural history as are proposed to the candidates for certificates of merit, though their average age is below 13. The weakest point in the school is the arithmetic, the *principles* of calculation not being sufficiently explained. Upon the whole, this is probably, at the present moment, the most successful and the most highly organized Catholic school in England.

In terminating this Report, I will only add that the impression left upon my mind by the experience and observation of the past year is—that, in the majority of the schools which I have visited, far more than twelve months' fair progress has been made, and that the prospects of elementary education for the Catholic poor of this kingdom are as full of promise and encouragement as all who seek to promote their true welfare could desire.

I have the honor to be, &c.

T. W. M. MARSHALL.

To the Right Honorable

The Lords of the Committee of Council on Education.

TABLED REPORTS, in detail, for the Year 1850, on the Roman Catholic Schools inspected by T. W. M. MANSFIELD, Esq., H. M. Inspector of Schools, &c.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.							
		Present at Examination.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Discipline.	5. Methods.	6. Master and Mistress.	7. Special.	
1. Lallworth, Boys . . .	1849 16 Nov.	28	12	30	1. Fair. 2. Books scanty, no maps. 3. Very fair. 4. Good. 5. Not scientific. 6. Not incompetent, and disposed to pursue his own studies. He should be sent to a good school for a short time, in order to acquire a knowledge of methods. 7. This school is likely to improve, and already possesses signs of life. A better school-room is much wanted.							
" " Girls . . .	" "	43	"	48	1. Fair. 2. Scanty, no maps. 3. Moderately effective. 4. Excellent. 5. Those of a dame school. 6. Very respectable, but acquiring in the lowest possible standard of instruction. 7. Very pleasing children, and well instructed in religious subjects: in other respects, a mere dame school.							
2. Alton, St. John's . . .	21 Nov.	52	"	"	1. Very good. 2. Books tolerably abundant, maps and apparatus excellent. 3. Satisfactory. 4. Fair. 5. Mixed. 6. Not deficient in ability, and endeavouring to extend his attainments. 7. This school is in a state of active progress.							
3. Stockport, Boys . . .	22 Nov.	91	"	"	1. Fair. 2. An abundant supply recently obtained. 3. Satisfactory. 4. Improving under present teacher. 5. Mixed. 6. Well educated and intelligent. 7. The school has entirely changed its character since the previous inspection, and is now progressing very satisfactorily.							
4. Ince Blundell, Boys . . .	26 Nov.	44	12	50	1. Good. 2. Tolerably abundant. 3. Fair, but capable of improvement. 4. Good. 5. Mixed, not entirely satisfactory. 6. Intelligent and energetic, but should spend some time in a Normal school, or in observing the working of some better system than his own. 7. The school-room is particularly well constructed, but the managers have not hitherto availed themselves of all the advantages which this circumstance offers.							
" " Girls . . .	" "	40	"	52	1. Good. 2. Moderate, maps wanted. 3. Defective. 4. Good. 5. Not scientific. 6. Pleasing and intelligent; should have an opportunity of visiting a really effective school. 7. School-room of good form and dimensions, but imperfectly fitted.							
5. Liverpool, St. Mary's . . .	27 Nov.	132	"	160	1. Fair. 2. Good and abundant. 3. Good; system of National Society. 4. Good. 5. Model school, Dublin. 6. Highly qualified. 7. The school is about to enter upon a new era, by the introduction of a trained and very competent teacher.							
6. Bolton-le-Moors, St. Peter and St. Paul, Boys . . .	28 Nov.	129	60	255	130	1. Moderate. 2. Scanty. 3. Complete and effective. 4. Good. 5. Irish National Board. 6. Carefully trained, very painstaking, and a most successful teacher. 7. It is proposed to erect new school buildings, and when that has been done, this school will certainly take a very high place amongst institutions of its class.						
" " Girls . . .	" "	125	60	207	147	1. Fair. 2. Maps much wanted. 3. Good; larger school-room required. 4. Excellent. 5. Model school, Dublin. 6. Trained, intelligent and devoted; one of the most conscientious and efficient teachers I have ever seen. 7. The teaching force is inadequate, the attention of the mistress being distracted by the charge of an infant school, partly conducted by an assistant, and held in a room under the girls' school-room.						
7. Broughton, Mixed . . .	29 Nov.	40	2	39	1. Good. 2. Fair. 3. Satisfactory, but not on the best plan. 4. Excellent. 5. Mixed. 6. Highly educated, and in all respects qualified for his position. 7. A very pleasing agricultural school, conducted with zeal and judgment, and with the best results.							

8. Townley, Infants' . . .	30 Nov.	73	12	106	82	1. Good. 2. Good. 3. Excellent. 4. Excellent. 5. Model school, Dublin. 6. Carefully trained and very skilful and judicious; has obtained a certificate of merit. 7. Quite a model school, and realizing every object which should be aimed at in an institution of its class.
9. Hurst Green, Boys' . .	3 Dec.	59	8	16	54	1. Insufficient. 2. Very scanty. 3. Defective. 4. Good. 5. Mixed. 6. Apparently deficient in zeal and energy. 7. The present condition of the school is not, in all respects, creditable to the teacher, who has evidently proposed to himself a very low standard of instruction.
" " Girls' . . .	4 Dec.	66	16	24	62	1. Fair in quality, but insufficient. 2. Very scanty, no maps. 3. Satisfactory but capable of improvement. 4. Good. 5. Mixed. 6. Very amiable and industrious: was a candidate for the certificate of merit at the last autumn examination. 7. The progress of the school is in some degree impeded by the presence of a number of children belonging to the class of infants. There is at present no remedy for this evil.
10. A Horton Mauleverer; Boys' . . .	8 Dec.	80	8	5	-	1. Fair. 2. Scanty; better maps wanted. 3. Respectable. 4. Good. 5. Mixed. 6. Industrious and painstaking; was a candidate at the last general examination for the certificate of merit. 7. The school is in many respects progressing satisfactorily; the boys read and write remarkably well, and the lower classes receive their due share of attention. The principles of knowledge are not sufficiently explained. Etymology is neglected.
" " Girls' . . .	" "	29	-	-	-	1. Fair. 2. Moderate. 3. Not on the most effective plan, room encumbered with superfluous furniture. 4. Good. 5. Mixed; deficient in simplicity and vigour. 6. Well disposed and studious. 7. A school of a humble class, but very carefully superintended, and owing its existence to the zeal and liberality of Lord and Lady Stourton, who are very solicitous to promote its efficiency.
11. Knearsborough, St. Mary, Boys' . . .	7 Dec.	33	-	-	30	Visited for a few moments—inspection not asked.
" " Girls' . . .	" "	32	-	-	-	1. Moderate. 2. Very scanty. 3. Satisfactory, on the plan of the National Society. 4. Good. 5. Mainly those of the National Society. 6. A very respectable person, for six years head of the Training School at St. Margaret's, Leicester. 7. This school is remarkable for the unusual proficiency of the children in reading and writing; amongst the elder girls, peculiarity of tone or accent has been almost entirely removed.
12. Holme, Mixed . . .	11 Dec.	34	-	-	40	1. Indifferent. 2. Moderate. 3. Moderate. 4. Moderate. 5. Mixed. 6. Deficient in energy. 7. The school is not altogether in a satisfactory state.
13. Carlton, Mixed . . .	12 Dec.	62	-	-	30	1. Good. 2. Fair, maps good and abundant. 3. Satisfactory. 4. Good. 5. Training school, Donerisle. 6. Very sensible, energetic and painstaking. 7. One of the best schools of its class, and constantly improving.
14. Hull, Canning St.,	13 Dec.	168	100	150	140	1. Good. 2. Good supply. 3. Excellent. 4. Excellent. 5. System of Roman. 6. Very highly qualified. 7. The school is in the most satisfactory condition.
" " Girls' . . .	14 Dec.	103	-	-	-	1. Good. 2. Fair. 3. Fair. 4. Moderate. 5. Mixed. 6. Deficient in energy, not in good health. She will shortly resign the school to the charge of a trained teacher. 7. The school is about to be reorganized.
15. Edinburgh, St. Catherine's, Girls' . .	17 Dec.	94	20	72	-	1. Good. 2. Fair. 3. Good. 4. Fair. 5. Mixed. 6. Energetic, intelligent, and conducting her school with great success. 7. The school was founded with the object of admitting scholars who were too old for the infant school, and too unprepared to be received with advantage into the upper girls' school. The experiment has been attended with remarkable success.
16. Berwick-on-Tweed, Mixed . . .	18 Dec.	6	-	-	-	No report received.
17. Birtley, Mixed . . .	19 Dec.	58	-	-	-	No report received.
18. Newport-on-Urke, Boys' . .	23 Jan.	97	60	190	110	1. Very good. 2. Good. 3. Excellent. 4. Excellent. 5. Brothers of Charity. 6. Possesses many of the most important qualifications for his office. 7. In this very pleasing and well-organized school, many of the most important results of primary education are obtained with complete success. In respect of social, moral, and religious influences, I conceive that it is accomplishing all which can be fairly demanded from such an institution. In several branches of elementary knowledge the pupils have also made decided progress during the last twelve months.
" " Girls' . . .	25 Jan.	-	-	-	-	Not officially inspected—evidently a highly organized and well-conducted school.

Tabulated Reports, in detail, for the Year 1850, on the Roman Catholic Schools inspected by T. W. M. Marshall, Esq.—continued;

NAME OF SCHOOL.	Date of Inspection.	No. of Children		Present at Examination.	GENERAL OBSERVATIONS.
		Admitted within last 12 months.	In ordinary Attendance.		
19. Hampstead, Boys' Girls'.	30 Jan. "	19 13			Both these schools are held in provisionally rooms, too limited in size to admit of effective organization, and are not at present in a condition to be placed in connection with the Committee of Council. There is no want of disposition on the part of the managers to improve their state, and new school-buildings are projected.
20. Fulham, St. Thomas, Boys'.	31 Jan.	101	16	120	1. Excellent. 2. Fair, but not yet complete. 3. Excellent. 4. Excellent. 5. Irish National Board. 6. Talented, experienced, diligent and successful. 7. This school exhibits all the tokens of progress which might be expected to accompany the efforts of a vigilant manager, an able and zealous teacher, and the most liberal provision of all which is necessary to its welfare. The children have just taken possession of the new school-room, an excellent building of good architectural design, and perfectly adapted to its object. 8. The future of this school is full of promise. 9. Good. 10. Good and ample. 11. Books of the Irish Commissioners. 12. Very complete. 13. Satisfactory. 14. Training-school, Doneraile. 15. Trained and well disposed, but apparently too youthful for so important a charge. 16. This school, which is held in a noble building, and duly supplied with every requisite, is a striking example of the zeal which prevails so generally at the present time for promoting popular education, and of the sound judgment by which it is commonly directed. I must repeat, however, that the teachers appeared to me too young and inexperienced to possess, in a sufficient measure, all the qualifications necessary for conducting such an institution.
21. Islington; Boys', Girls' & Infants.	7 Feb.				Visited at the desire of the clergy, who had requested my advice about a proposed change of teachers, and the introduction of a new system of organization. Both these projects have been subsequently carried into effect.
22. Woolwich, Mixed.	8 Feb.	81			1. Moderate. 2. Rather scanty, and not well chosen. 3. As good as the nature of the room allows. 4. Apparently good. 5. Mixed. 6. Well educated and intelligent, but not experienced in the use of approved methods. 7. If the means at the disposal of the manager were equal to the earnest desire manifested by him, for the promotion of education within the sphere of his influence, more complete results would have been obtained in this school. New buildings are much wanted, and a larger supply of books and other requisites is indispensable.
23. Derby, St. Joseph, Girls'.	15 Feb.	176		150	1. The first, which are only used provisionally, are capable of improvement; the furniture is good and abundant. 2. Abundant and most judiciously selected. 3. Excellent. 4. Perfect. 5. System of the Sisters of Mercy of Kinsale. 6. Possesses every gift and qualification necessary for her office. 7. This school, which has been organized by the distinguished superiors of the well known institution at Kinsale—of which the Commissioners of National Education in Ireland have so emphatically testified their admiration, far surpasses, in almost every particular, any elementary school with which I am acquainted. The amount of knowledge displayed by the elder girls, of which I had abundant opportunity of testing the solidity and accuracy, affords a convincing proof of what may be accomplished by a judicious and scientific method of teaching; and remarkable as is the condition of the school in this respect, it is perhaps its least attractive feature. It may be recommended as a model to all who wish to witness the triumph of a perfectly developed system of Christian instruction.

Year 1850, on the Roman Catholic Schools inspected by T. W. M. Marshall, Esq.—continued.

Tabulated Reports, in de

NAME OF SCHOOL.	Date of Inspection.	Present at Examination.	No. of Children		GENERAL OBSERVATIONS.
			Have left within last 12 months.	Admitted within last 12 months.	
31. Southport, Mixed	1 Mar.	37	.	0	1. Moderate. 2. Rather insufficient. 3. Fair. 4. Good. 5. Deficient in vigour and accuracy. 6. Apparently doing her best. 7. The school is very anxiously superintended by the clergyman, and may be expected to increase in efficiency.
32. Manchester, St. Chad's Boys	5 Mar.	141	45	180	1. Fair. 2. Scanty. 3. Good. 4. Fair. 5. Mixed. 6. Well educated and possessing fair attainments. 7. The special difficulty of this school consists in the impossibility of retaining the children long enough either to form their characters or to impart a due amount of solid instruction. Great zeal is manifested by the managers, to whom the satisfactory results already obtained are highly creditable.
" " Girls	"	140	.	.	1. Moderate. 2. Rather scanty. 3. Fair. 4. Good. 5. Imperfect. 6. Well disposed, but apparently deficient in energy. 7. New school-rooms will shortly be erected, and the school will enter, in all respects, upon a new era.
33. Nottingham, St. Barnabas, Boys	7 Mar.	96	75	84	1. Good. 2. Fair, more rather deficient. 3. & 4. Good. 5. Mixed. 6. Diligent and anxious to improve and extend his own qualifications, which I think he is capable doing. He keeps a good register very neatly. 7. The great difficulty of the school arises from the impossibility of retaining the children sufficiently long to complete a solid course of instruction, the facility of obtaining work at a very early age being a powerful temptation to the parents to remove them. The school presents, however, pleasing features, and is progressing satisfactorily.
34. Walsall, St. Mary's, Boys	14 Mar.	61	39	60	1. Moderate. 2. Good. 3. Satisfactory. 4. Fair. 5. Mixed. 6. Intelligent, studious, and successful. 7. The present condition of the school is one of marked improvement since last year, and this in several particulars.
" " Girls	"	67	.	63	1. Moderate. 2. Fair, more rather deficient. 3. Satisfactory. 4. Fair. 5. Mixed. 6. Well educated and accustomed to tuition, but not at present familiar with the peculiar methods of elementary instruction. 7. The school has suffered, and its progress has been impeded by the weak health of the late teacher. The organization and discipline are, however, decidedly improved since last year, and good results may be anticipated from the zeal and experience of the mistress.
35. Sunderland, St. Mary's, Boys	18 Mar.	160	50	45	1. Fair. 2. Fair. 3. Complete. 4. Good. 5. System of the Brothers of the Presentation. 6. Highly qualified in every respect. 7. All the best features of a highly organised elementary school are now visible here, and I do not know that anything is wanting to the greater efficiency of the institution but an infant school, for the establishment of which arrangements are now being made.
" " Girls	"	129	36	140	1. Good. 2. Sufficient. 3. Good. 4. Excellent. 5. Sisters of Mercy. 6. Highly qualified. The school is much improved since last year in respect of organization, and considerable progress has been made in several branches of instruction, particularly in grammar, arithmetic, and geography. An infant school is much wanted.
36. Durham, St. Cuthbert, Boys	19 Mar.	62	23	16	1. Good. 2. Fair. 3. Excellent (of its kind), classes ranged in squares. 4. Good. 5. Central school, Westminster. 6. Talented, industrious, and energetic. 7. This is an extremely pleasing school of its class, and the influence of the teacher is visible in every part of it. Nothing appears to be neglected which is necessary to its efficiency.

37. Darlington, Roman Catholic, Boys . . .	20 Mar.	50	37	30	75	Good. 2. Good and sufficient. 3. Complete of its kind (classes in squares). 4. Good. 5. System of Doneraile Institution. 6. Amiable and assiduous. 7. An attempt has been made with much success, to improve the organization, and creditable progress is exhibited in most branches of instruction. It is proposed to form an infant school in a large class-room adjoining, and this will importantly affect the efficiency of the school.
38. Newcastle-on-Tyne; Boys . . .	24 Mar.	246	297	572	275	Fair. 2. Rather scanty. 3. Very good (of its kind). 4. Good. 5. Mixed. 6. Highly qualified, but not sufficiently animated. 7. The school is remarkable for good order, the organization being on the plan of the English National Society: the classes formed in squares, which appears to answer well. In small schools, with adequate teaching force. The two first classes have made great progress in grammar and geography.
39. Edinburgh, St. Mary . . .	25 Mar.	265	40	121	285	Moderate. 2. Scanty. 3. Good. 4. Satisfactory. 5. System of Brothers of the Presentation. 6. Well-educated and carefully trained. 7. A new life has evidently been communicated to the school by the admission of pupil-teachers. The organization and discipline are strikingly improved since last year, and a larger amount of instruction is being imparted. It is to be wished that the younger boys might be removed to an infant school, the want of which is sensibly felt.
40. Poplar	15 Apr.	113			113	Fair. 2. Abundant. 3. Excellent. 4. Good. 5. Mixed. 6. A very superior person: has obtained the certificate of merit. 7. The difficulty of maintaining order in a school of this character, in which the attendance is both always large and always fluctuating, seems to have been entirely overcome since the last examination. The powerful and salutary influence of a singularly zealous and efficient teacher is now visible in every department, and in all which constitutes the life and vigour of an elementary school extraordinary progress has been made during the past 12 months.
41. Moorfields, Boys . . .	18 Apr.	124	25	40	180	Good. 2. Good and abundant. 3. Good. 4. Good. 5. Mixed. 6. Intelligent and laborious. 7. In all respects a most satisfactory school, and conducted with remarkable zeal and judgment. Nothing is omitted by the managers which may tend to promote its welfare, and the results correspond with their intelligent and assiduous efforts. Decided progress is visible, in several respects, since last year.
42. Blackburn, Boys . . .	24 Apr.	153	26	31	150	Moderate. 2. Deficient: it is proposed to procure a fresh supply. 3. Satisfactory. 4. Satisfactory. 5. Mixed. 6. Very industrious, energetic, and successful. 7. The remarkable progress of several of the elder boys in algebra, geometry, mensuration, mechanics, and trigonometry is the most striking fact in the present condition of the school, and is due to the extraordinary energy of the master, who has contrived to impart to them his own predilection for these studies. The school is in all respects progressing most satisfactorily. One child, only 12 years of age, answered with perfect accuracy questions in fractions, decimals, equations, geometry, and surds.
43. Oswaldston, Mixed . . .	25 Apr.	37				Moderate. 2. Very scanty and insufficient. 3. Quite satisfactory. 4. Very fair. 5. Mixed. 6. Apparently well qualified. 7. This school has suffered very grievously from the death of a very competent master, and the delay in appointing a qualified successor. It has suffered no less from the want of active supervision by the nominal committee of management. A new and zealous committee has just been formed, from whose liberality and activity better results may be anticipated.
44. Birmingham, St. Chad, Boys . . .	26 Apr.	131	150	160	130	Good. 2. Tolerably abundant. 3. Very complete. 4. Good. 5. Christian Brothers. 6. Possesses fair qualifications, but does not appear to me to aim at a sufficiently high standard. 7. Considerable progress has been made during the last year in grammar, geography, and history. A good number of the elder boys are now perfectly competent to enter upon the study of geometry and algebra, and it is to be regretted that the master had not anticipated the suggestion which I thought it right to offer on this point. A good register is kept with care and accuracy.
						1. Moderate. 2. Insufficient. 3. Not systematic. 4. Satisfactory. 5. Feeble. 6. Well disposed, but not highly qualified. 7. The school-room is of good form and dimensions, but no very striking results have as yet been accomplished within its walls. It is right to add that the resources at the disposal of the manager are extremely limited.
						1. Fair. 2. Fair. 3. Good. 4. Fair. 5. Mixed. 6. Possesses fair abilities, but seems hardly capable of raising the school to a high degree of efficiency. 7. The school is much improved since last year in respect of organization and discipline, but the instruction is still too limited in amount, nor is it conveyed with much skill. The school-room has been rendered more cheerful by new windows, and other repairs, and the committee are evidently resolved to effect the improvements which still remain to be accomplished.

Tabulated Reports, in detail, for the Year 1850, on the Roman Catholic Schools inspected by T. W. M. Marshall, Esq.—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In-ordinary Attendance.	
Birmingham, St. Chad, Girls.	26 Apr.	205	60	10	210	1. Good. 2. The supply is not so ample as could be desired. 3. Very complete and effective. 4. Excellent. 5. System of the Sisters of Mercy. 6. Possesses in an eminent degree all the qualifications of an accomplished and successful teacher. 7. The school is rapidly advancing to a very high degree of efficiency. Nothing can be more judicious than the character of the instruction, which the children receive with eagerness and delight. Time only is now wanting to render this an extremely perfect institution.
45. Birmingham, St. Peter, Boys.	29 Apr.	77	100	79	70	1. Fair. 2. Sufficient. 3. Effective. 4. Good. 5. Mixed. 6. Well educated and in other respects highly qualified. 7. I observe a marked improvement in this school since my last visit, which I attribute to the skill and perseverance of the present teacher, and the constant supervision of a zealous pastor. It is difficult, however, to produce great results in a locality which offers inducements to children to quit the school at such an early age, that in the first class there is only one boy who has reached his eleventh year.
" " Girls.	" "	128	39	35	128	1. Fair. 2. Fair. 3. Complete and effective. 4. Excellent. 5. System of Sisters of Mercy. 6. In all respects a very superior person. 7. The organization and discipline are greatly improved since last year, and the erection of a small gallery for the use of the younger children has been attended with good results. The reading is very good, and the attention is paid to accent and intonation. Competent teachers have been provided since the previous examination, and the school is now in a condition of continued progress.
46. Sutton Coldfield, Mixed.	1 May	63	.	.	.	1. Good. 2. Fair. 3. Good. 4. Very good. 5. Mixed. 6. Said to be competent. 7. In this school, as in so many others, the organization is greatly improved since last year, but the amount of instruction is still too limited. The vigilant superintendence of the manager will certainly effect the improvements which are needed.
47. Liverpool, St. Thomas, Girls & Infants	2 May	240	.	.	240	1. Good. 2. Good. 3. Excellent. 4. Satisfactory and improving. 5. System of Sisters of Mercy. 6. Possesses every requisite qualification. 7. The design, which have only been opened a few weeks, are held in a noble building of great dimensions and erected on a site which is well adapted for the purpose. The attendance is increasing almost daily, and the school must become very large. In three weeks the school had already assumed the appearance of a long established institution, and considering the character of the teachers and the means which will be placed at their disposal, it is not unreasonable to anticipate from their labours the most important and successful results.
48. Rainhill	3 May	55	6	62	41	1. Fair. 2. Ample. 3. Fair, but capable of improvement. 4. Capable of improvement. 5. Mixed. 6. Highly qualified. 7. The school-room is of good architectural design and very cheerful. The present master has been too short a time at work to have accomplished the results which may be fairly expected from a trained and experienced teacher. A small library of general literature is attached to the school for the use of the scholars.
49. Preston, St. Augustine	7 May	180	64	78	160	1. Good. 2. Good. 3. Very complete and effective. 4. Excellent. 5. Mixed. 6. Very amiable and well disposed, but apparently not aiming at a high standard. 7. I cannot report that much progress has been made in this school, which nevertheless presents some interesting features, since the previous examination. The reading is indifferent, and, generally speaking, the organization is not so good as it should be.

50. Preston, St. Wilfrid; Boys	8 May	184	10	48	1. Visited privately by request of School Committee; are now in connection with the Committee of Council.	ally, the amount of knowledge limited. A new teacher will shortly be provided, when better results will no doubt be obtained.
51. Garstang; Boys	10 May	46	10	48	1. Moderate. 2. Insufficient. 3. Capable of improvement. 4. Fair. 5. Mixed. 6. Well educated, active, and possessing a considerable knowledge of several branches of mathematics. 7. The great obstacle to the progress of this school has hitherto consisted in the ignorant prejudices of the parents, who have taken a very singular view of the value of human learning. I am inclined to think that the efforts of an enlightened clergyman as a teacher will now overcome this difficulty. The system of graduated payments, proportioned to the amount of instruction conveyed, has worked very badly.	
52. St. Helen's, Boys	13 May	138	32	50	1. Moderate. 2. Scanty. 3. Imperfect. 4. Good. 5. Mixed. 6. A very respectable person, anxious to improve the character of her school. 7. The school may be considered as about to enter upon a new life, after having languished for 5 years in a very feeble state. I anticipate that it will be another example, amongst many, of the benefits of connection with the Committee of Council. The causes which have retarded its progress will henceforth cease to operate.	
53. Wigan, St. John; Boys	14 May	123	32	50	Both these schools are held in provisional rooms, of such inadequate dimensions, that organization is simply impossible. New buildings of a very costly kind, are nearly completed, when the schools will assume a very different character.	
54. Liverpool, St. Mary; Girls	15 May	260	32	50	Privately inspected by request of School Committee; will be placed in connection with the Committee of Council.	
55. Liscard, St. Alban, Mixed	16 May	89	32	50	1. Fair. 2. Sufficient. 3. Good (of its kind). 4. Good. 5. Model School, Dublin. 6. Very competent. 7. The remarkable improvement visible in every department of this school, must be as gratifying to the zeal of the managers, as it is honourable to their exertions. Its history affords an example, if any were needed, of the value of a trained as compared with an untrained teacher. The pupil-teachers appear to be animated with the best possible spirit.	
56. Brixton, Mixed	31 May	43	32	50	1. Moderate. 2. Scanty. 3. Defective; classes crowded together. 4. Fair. 5. Model School, Dublin. 6. Trained and industrious. 7. The limited size of the school-room is a great obstacle to the progress of the school.	
57. York, Girls	10 June	87	32	50	1. Excellent. 2. Good and ample. 3. A very complete. 4. Excellent. 5. Mainly those of the Model School, Dublin. 6. In all respects a very superior person. 7. A very important school, conducted with the utmost zeal and sound judgment, and likely to become a very efficient institution.	
58. Allerton, Girls	11 June	41	32	50	1. Moderate. 3. Would be much improved by removing superfluous furniture, and particularly by cutting away half of a large desk which occupies the centre of the room. 4. Good. 5. Mixed; wanting in system and vigour. 6. A candidate for the Certificate of Merit at the June examination. Available and industrious, and, though not experienced, very anxious to improve her own qualifications and those of her children. 7. A small agricultural school of a humble class, but without pleasing features. The children have been allowed to use books much too difficult for their apprehension; one model of which is, that they read for the most part, with hesitation and difficulty. Principles have not been explained, and generally, the memory is almost the only faculty cultivated. An improvement in this respect may be anticipated.	
59. Leeds, St. Patrick's	12 June	105	32	50	1. Moderate. 2. Books and maps rather scanty. 3. Capable of improvement, which will be best effected by the selection of a gallery. I have recommended the Catholics Poor School Committee, to supply one. 4. Apparently satisfactory. 5. Training school at Donerale. 6. Trained, intelligent, and assiduous. The assistant teacher is also well qualified for her office. 7. A large proportion of the children in attendance being under eight years of age, I cannot think that the system of parallel benches is advantageously employed in this school. A gallery should be erected. The first class uses the third book of the Christian Brothers, which is much too difficult. The reading is marked by good accent in almost all the children, but some are not fluent, owing mainly, I conceive, to the character of the reading lesson.	

Tabulated Reports, in detail, for the Year 1850, on the Roman Catholic Schools inspected by T. W. M. Marshall, Esq.—*continued*.

NAME OF SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	
60. Barnley, Mixed . . .	13 June	122	.	.	.	1. Moderate. 2. Defective. 3. Fair. 4. Moderate. 5. Mixed. 6. Apparently zealous and intelligent. 7. The school had been closed, for want of means to defray its expenses, for about a year, and exhibits the consequences which might be expected from such a misfortune. It is now, however, in a state of decided progress. Examination: postponed by desire of the clergyman.
61. Clifford, Mixed . . .	14 June	75	.	.	.	Visited privately at the request of the school managers.
62. North Shields, Mixed .	17 June	183	.	.	.	1. Good. 2. Apparently sufficient. 3. Effective—classes arranged at parallel desks, three deep; gallery for collective lessons. 4. Capable of improvement, the influence of a new teacher is not yet fully established. 5. Model school. Difficult. 6. Able and experienced; familiar with the best methods, and carrying them out with great vigour. 7. The actual condition of this school is sufficiently encouraging to promise the most complete eventual success. The skill of a very zealous and competent teacher, who has only been a few weeks at work, has already produced the most successful results; and it may be expected that, with the aid of pupil-teachers, this will become a highly organized and efficient school.
63. Wolverhampton, St. Patrick's; Boys . . .	24 June	229	217	217	217	1. Moderate. 2. Rather insufficient at present. 3. Careful and effective, as far as the proportion of the room allowed. 4. The evolutions are performed with method and regularity, and evidently serve more than a mere mechanical effect. 5. Very satisfactory. 6. Highly educated, sensible, and thoroughly devoted to her charge. 7. The state of this school appears to me to offer a satisfactory reply to objections which have been recently urged against the present standard of instruction for the children of the poor, and which are founded upon the assumption that there is a tendency to widen extravagantly the range of subjects proposed for their study. The principle they are capable of; and though the institution has been so short a time under the present management to have developed itself on a large scale, enough has been accomplished to encourage the most sanguine hopes of future success. The instruction is very full and judicious, the reading singularly good, great pains being taken to secure correct accent and intonation, and the intelligence of the children is carefully and discreetly stimulated. I was particularly struck with their knowledge of mathematical geography.
" Girls . . .	"	182	40	170	115	1. Good. 2. Apparently ample. 3. Excellent. 4. Very good. 5. Mixed. 6. Intelligent and studious; was a candidate for the certificate of merit at the General Easter examination. 7. This school presents very satisfactory tokens of improvement since the previous examination, and the introduction of the system of pupil-teachers has been attended with all the beneficial results which commonly accompany it. The work of education is proceeding here with much vigour and success.
64. St. John's Wood; Boys .	27 June	159	71	116	160	1. Good. 2. Good—new supply recently. 3. Very satisfactory. 4. Good. 5. Mainly those of the Doneraile Training Institute. 6. Amiable and industrious. 7. The school continues to progress very satisfactorily under its present amiable and devoted teachers. The pupil-teachers perform their duties with much skill and success. All the features of a carefully organized school are gradually developing, and the future welfare of the institution may be considered as quite secured.
" Girls .	28 June	161	86	106	160	

65. London, Gate-street, Senior and Junior	1 and 2 July	265	11	74	300	1. Indifferent. 2. A new supply is shortly to be obtained. 3. Imperfect, the present desks and benches are being repaired, and the chairs as to be ordered in small galleries. I have no doubt that great advantages will be derived from this organization, which appears to me the one best suited to the character of the school. 4. Fair. 5. Model school, Dublin. 6. About to retire, to be replaced by a highly competent teacher. 7. The school has suffered much during the past year from the retirement of a superior teacher, and I fear I must add the want of energetic management and supervision on the part of the committee. A new committee, with whom I have held a conference, is just established, and appears determined to employ all the necessary measures for raising the character and efficiency of the school. It may be anticipated that the most satisfactory results will attend the measures now contemplated.
66. St. Leonard's on Sea, Girls	5 July	111	44	36	123	1. Excellent. 2. Excellent. 3. Excellent. 4. Excellent. 5. Mixed. 6. Possesses an eminent degree, all the requisite qualifications. 7. This has now become one of the best schools of its class within my cognizance, and is constantly improving. The results obtained by the skill and devotion of the teachers are very striking, and it may be said that nothing which is necessary to the complete success of the institution has been or will be neglected.
67. Marylebone, High-street, Girls	23 July	171				The school, which has just been committed to a very competent teacher, was in process of re-organization.
68. Deptford, Girls	35 July	76	12	30	87	Partially examined.
69. Hammer-smith, Boys	26 July	45	14	21	40	1. Insufficient. 2. Seamy. 3. Fair, parallel benches. Two writing-desks against the wall. Rarely sufficient space for the arrangement of classes. 4. Satisfactory. 5. Mixed. 6. Intelligent and studious, but some of the scholars either for idleness or want of attention; was a candidate for the certificate, but did not obtain it. 7. The general character of the school is decidedly improved, and last year both the organization and discipline were very satisfactory. But then, as the want of maps and other requisites are too scantily supplied. This school, however, seems to obtain some indulgence on the ground of the extreme poverty of all interested in it, and of the zeal with which local difficulties have been encountered.
70. Leamington, Boys	30 July	49	19	50		1. Fair. 2. Tolerably abundant. 3. Good; parallel desks and benches; classes formed in semicircles. 4. Satisfactory. 5. Mixed. 6. Studious and persevering; about to quit the school in consequence of ill health. 7. The general aspect and tone of the school is entirely satisfactory, but the attendance has been so irregular during the past year, owing to a considerable number of the boys going out to work at intervals that comparatively little progress has been made, and the amount of instruction diffused throughout the school, excepting in religious subjects, is inconsiderable.
71. Kenilworth, Mixed	31 July	26	2	2	26	1. Excellent. 2. Good. 3. Excellent. 4. Good. 5. Mainly the system of the Quaker Brothers. 6. Well informed, experienced, and devoted to his work. 7. In all respects a most satisfactory school, and constantly improving. The instruction is judicious and gradually taking a wider gauge. The most ample provision of all things requisite to the life of the school has been secured, the supervision is careful and prudent, and the general results such as might be expected from the zeal of the managers and the skill of the teacher.
72. Hampton, Mixed	1 Aug.	46				1. Moderate. 2. Seamy. 3. Entirely defective, owing to the size of the room. 4. Good. 5. Mixed. 6. Well educated and zealous. 7. A school of a very humble class, in which religious instruction has been considered the only essential.
73. Sheffield, Boys	2 Aug.	81				Visited privately at the request of the founder.
74. Hartlepool, Boys	5 Aug.	66	35	25	60	Visited by desire of the school committee--will be placed in connection with the Committee of Council.
						1. Fair. 2. Fair. 3. Good. 4. Satisfactory. 5. Mixed. 6. Amiable and studious; was a candidate for the certificate of merit last year, and has improved his attainments. 7. The school does not present any remarkable features, but there are certainly more tokens of activity and life than were visible last year. The introduction of a pupil teacher has been attended with advantage, and there is an evident desire, both on the part of the teachers and the children, to prosecute their respective tasks with vigour.
						1. Good. 2. Sufficient. 3. Good parallel desks and benches introduced since last year. 4. Good. 5. Mixed. 6. In many respects very highly qualified. 7. The school shows signs of improvement, in several respects, since last year, and nothing will be neglected to promote its continued progress. The management is very careful and energetic. The children are acquiring a thirst for instruction, and the moral and religious tone is admirable.

Tabulated Reports, in detail, for the Year 1850, on 'the Roman Catholic Schools inspected by T. W. M. Marshall, Esq.—cont. nued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.				
		Present at Examination.	Have left within last 12 months.	Admitted within last 12 months.	In ordinary Attendance.	1. Desks and Furniture.	2. Books and Apparatus.	3. Organization.	4. Discipline.
						5. Methods.	6. Master and Mistress.	7. Special.	
75. Stella, Boys'	6 Aug.	40	.	.	.	1. The room is inconveniently crowded with furniture. 2. Fair. 3. Capable of improvement. 4. Fair and improving. 5. Mixed, deficient in accuracy. 6. Indifferent and anxious to improve his qualifications. 7. A new life is evidently beginning in the school, and the attention of a zealous and talented clergyman is constantly directed to its gradual improvement. There can be no doubt that a full measure of success will result from the plans now in operation for the rectification of existing defects.			
" Girls'	"	43	41	20	50	1. Fair. 2. Books somewhat decayed from use; a new supply is to be obtained immediately. 3. Fair parallel-desks and benches. 4. Very satisfactory. Children extremely amiable and well-mannered. 5. Mixed. 6. Very respectable and well disposed, but not talented nor possessing a wide range of information. 7. The school appears to be conducted with zeal and good sense, but is less remarkable for the progress of the children in secular knowledge, than for the moral results which have been obtained in it. The great facility of obtaining work in the neighbourhood—girls being employed in the mines at seven or eight years of age—is a serious obstacle to the completion of their education. A larger amount of instruction, however, is conveyed than in past times, and a more active life developed in the school. The first class sing ecclesiastical music with some precision.			
76. Edinburgh, St. Andrew, Boys'	8 Aug.	233	273	755	249	1. Good. 2. Fair supply, more coming. 3. Excellent; three upper classes at parallel desks and benches, the rest in squares. 4. Good and improving. 5. Mixed. 6. A very superior person. 7. Since last year, in the month of June, the boys attending this school have been transferred to the present building, which is of very large dimensions, and perfectly adapted to its object. The school has suffered in some degree from this change of locality. Many of the boys now in attendance being newly gathered out of the neighbouring streets and lanes, and of course not yet fully civilized. The school is, however, making allowance for this circumstance, in an entirely satisfactory condition, and presents the highest honour upon the managers and teachers.			
77. Leith, Mixed	12 Aug.	181	50	226	100	1. Indifferent. 2. Books not absolutely deficient in quantity, apparatus very deficient, maps wanted. 3. Very imperfect, owing to the crowded state of the room. 4. Satisfactory. 5. Mainly boys of the General Assembly's school, and very carefully and successfully applied. Very sensible and judicious, perfectly comprehending his business, and devoting himself with zeal and energy to his work. 6. The school respects one of the most remarkable schools with which I am acquainted. It is of very recent date, the classrooms devoted to the use of the children are must inconveniently crowded, while there is want of some of the appliances, owing to the poverty of the neighbourhood, which are necessary to the welfare of the school. Yet in spite of these serious disadvantages, the accuracy of knowledge displayed by many of the children is conspicuous and generally there is a life and vigour in the institution which promises the most satisfactory results. The school urgently requires assistance from without, to supply the defect in its own resources.			
78. Edinburgh, St. Patrick, Boys'	13 Aug.	259	.	.	.	1. Fair. 2. Good and ample. 3. Good. 4. Good. 5. Model school, Dublin. 6. Trained and competent. 7. In all respects a very efficient school, conducted with great zeal and judgment, and carefully cherished both by the clergy and laity. A new schoolroom of large dimensions is preparing for the use of the children; for it is a characteristic of the			

managers of the Catholic schools in Edinburgh, that they are never satisfied with what they have already done, as long as anything better, or more complete, remains to be accomplished; and that they begin from the point at which others are often content to stop. Nothing can be more satisfactory than the present condition of the educational institutions of this term.

1. Fair. 2. Sufficient. 3. Good, parallel desks and benches. 4. Good. 5. Mixed, not satisfactory at present. 6. Well disposed and industrious, but not talented; was an unsuccessful candidate at the last general examination; second division to improve his qualifications. 7. The school is greatly improved since last year in respect of organization and discipline. The scholars read with intelligence and fluency, have the rudiments of teaching geography and grammar have been somewhat effective, and very little progress has been made in the branches. The principles of arithmetical calculations have not been sufficiently explained. I am persuaded that attention will be paid to these points.

1. Good. 2. Abundant. 3. Entirely satisfactory. 4. Excellent. 5. Mixed, and employed with skill and judgment. 6. Defined, despatched, and capable. 7. In all respects this school is progressing most satisfactorily. The character of the instruction is unexceptionable, the methods are applied with vigor and precision. There can be no doubt that it is destined to become a very important institution for the education of the children of the poor, and already most of the essential conditions of complete success are abundantly secured.

1. Fair. 2. Sufficient. 3. Good, parallel desks and benches. 4. Improving. 5. Model school. Poshin, very much employed. 6. Trained, experienced and energetic. 7. The school presents all those features which are usually developed under a trained and experienced teacher, but as by no means reached that degree of efficiency to which it may be expected to attain hereafter. The foundation of a good and complete work has been established, and some only is now required to secure important and satisfactory results.

1. Good. 2. Fair. 3. Satisfactory. 4. Good. 5. Feeble. 6. Very suitable and respectable, but of doubtful capacity. 7. In respect of general good order, cheerfulness, neatness and the like, the school is worthy of praise, but as an educational institution it appeared to me to be in a somewhat feeble and languishing state. I doubt whether the teacher is competent to manage a large body of children, and do not participate better results under her management.

1. Good. 2. New supply ordered. 3. Good, partly parallel desks and benches, partly squares. 4. Rapidly improving under present teacher. 5. Mixed. 6. Well educated and pleasingly developed. 7. The school had fallen into an unsatisfactory state, under an incompetent master, but is now under the influence of a better teacher, whose energy has been shown by the manager, and a ready determination to improve all deficiencies. The present correspondence with the vigor and prudence of the measures adopted by him, and the future value of the school appears to be now secured.

1. Good. 2. Good and ample. 3. Good. 4. Excellent at the present moment, in consequence of the presence of an organizing mistress in the school. 5. Model school. Dublin. 6. Doubtful. 7. The school is only just organized, and remains to be seen whether the ordinary teacher is capable of maintaining it in its present effective condition. About 70 infants are instructed at a gallery erected in the east room. More light might be obtained by a window in the roof. I am satisfied that whatever may be wanted in order to complete the success of the school will be supplied by the zeal of the managers.

1. Fair. 2. Sufficient. 3. Fair. 4. Fair. 5. Mixed. 6. Laborious and well educated, but apparently not capable of exciting animation and energy in his pupils. 7. Some improvement is visible, particularly in respect of organization and discipline, but the irregular attendance of the children is a fatal impediment to anything like results on a large scale.

1. Good. 2. Sufficient. 3. Satisfactory. 4. Satisfactory. 5. Mixed. 6. Devoted to her duties and performing them with zeal and patience, but no possessing abilities of a high order. 7. The general features of the school are pleasing, the management is very careful and judicious. A provision for children of the lower class in the neighborhood is much to be considered successful; the amount of instruction is, however, limited; the scholars deficient in vigor. Upon the whole, the school is in a state of progress.

79. Dumfries, Mixed. . . 16 Aug. . . 93

80. Liverpool, 84. N. . . 19 Aug. . . 179

81. Liverpool, Old St. Oswald; Boys. . . 20 Aug. . . 97

82. . . Girls. . . 90

83. Liverpool, Black. . . 22 Aug. . . 138

84. . . Girls and Infants. . . 176

85. . . 23 Aug. . . 64

86. . . 44

Tabulated Reports, in detail, for the Year 1850, on the Roman Catholic Schools Inspected by T. M. Marshall, Esq.—continued.

NAME OF SCHOOL.	Date of Inspection.	No. of Children	GENERAL OBSERVATIONS.				
			1. Deaths and Funerals.	2. Books and Apparatus.	3. Organisation.	4. Discipline.	5. Methods.
84. Maclesfield, Boys.	26 Aug.	73	30	40	90	1. Moderate. 2. Moderate. 3. Fair. 4. Satisfactory. 5. Nominally those of the Christian Brothers, but apparently not carried out with sufficient accuracy. 6. Possesses many of the most important qualifications for his office. 7. An intelligent and conscientious teacher. I endeavoured to ascertain the gauge of this comparative failure, and am inclined to attribute it partly to the want of vigour and precision in the methods employed, and partly to the excessive amount of labour imposed upon the master by the charge of an adult evening school. 8. Fair. 9. Instruction moderate. 10. Discipline satisfactory. 11. Mixed. 12. About to resign her charge. 13. The school is in a transitional state, and will probably assume a different character under new teacher.	1. Good. 2. Fair. 3. Satisfactory; improved since last year. 4. Good. 5. Mixed. 6. Slightly deficient in vigour. 7. A considerable number of the children were absent on the day of my visit, which occurred during the vacation. The general condition of the school is satisfactory, and fair results are being obtained.
85. Bresswood, Boys.	28 Aug.	29	12	11	40	1. Moderate. 2. Moderate. 3. Satisfactory; much improved since last year. 4. Good. 5. Feeling and unsystematic. 6. A very respectable person, but not competent to train pupil-teachers. 7. The school presents many pleasing features, and it can be no doubt that the children derive solid advantages from their attendance in it, but it is very desirable that it should now be committed to the charge of a teacher possessing higher attainments. The manager concurs in the opinion which I expressed on this subject, and have placed a student in the training school at Birmingham, who will probably be qualified to act as a teacher about the close of the present year.	1. Moderate. 2. Moderate. 3. Fair. 4. Fair. 5. Mixed. 6. Apparently not possessing high attainments. 7. There are signs of improvement in the present aspect of the school, but there is certainly a want of vigour and precision in the methods, and the knowledge of the children is not sufficiently accurate.
86. Edgeware Road, Moor Street, Birmingham, Girls.	3 Sept.	126	99	84	70	1. Fair. 2. Sufficient. 3. Satisfactory, parallel desks and benches. 4. Remarkably good, considering the date of the school. 5. Mixed, some of them extremely judicious and successful. 6. Experienced, energetic, and possessing, as far as I could judge, a high order of talent. 7. The school has been recently opened, and the results already obtained are sufficiently remarkable to justify the anticipation of complete eventual success.	1. Fair. 2. Sufficient. 3. Satisfactory; much improved since last year. 4. Good. 5. Feeling and unsystematic. 6. A very respectable person, but not competent to train pupil-teachers. 7. The school presents many pleasing features, and it can be no doubt that the children derive solid advantages from their attendance in it, but it is very desirable that it should now be committed to the charge of a teacher possessing higher attainments. The manager concurs in the opinion which I expressed on this subject, and have placed a student in the training school at Birmingham, who will probably be qualified to act as a teacher about the close of the present year.
87. Spitalfields, Spicer Street, Boys.	4 Sept.	99	84	70	70	1. Fair. 2. Sufficient. 3. Satisfactory, parallel desks and benches. 4. Remarkably good, considering the date of the school. 5. Mixed, some of them extremely judicious and successful. 6. Experienced, energetic, and possessing, as far as I could judge, a high order of talent. 7. The school has been recently opened, and the results already obtained are sufficiently remarkable to justify the anticipation of complete eventual success.	1. Fair. 2. Sufficient. 3. Satisfactory; much improved since last year. 4. Good. 5. Feeling and unsystematic. 6. A very respectable person, but not competent to train pupil-teachers. 7. The school presents many pleasing features, and it can be no doubt that the children derive solid advantages from their attendance in it, but it is very desirable that it should now be committed to the charge of a teacher possessing higher attainments. The manager concurs in the opinion which I expressed on this subject, and have placed a student in the training school at Birmingham, who will probably be qualified to act as a teacher about the close of the present year.
88. Edgeware Road, Moor Street, Birmingham, Girls.	5 Sept.	84	70	70	70	1. Fair. 2. Sufficient. 3. Satisfactory, parallel desks and benches. 4. Remarkably good, considering the date of the school. 5. Mixed, some of them extremely judicious and successful. 6. Experienced, energetic, and possessing, as far as I could judge, a high order of talent. 7. The school has been recently opened, and the results already obtained are sufficiently remarkable to justify the anticipation of complete eventual success.	1. Fair. 2. Sufficient. 3. Satisfactory; much improved since last year. 4. Good. 5. Feeling and unsystematic. 6. A very respectable person, but not competent to train pupil-teachers. 7. The school presents many pleasing features, and it can be no doubt that the children derive solid advantages from their attendance in it, but it is very desirable that it should now be committed to the charge of a teacher possessing higher attainments. The manager concurs in the opinion which I expressed on this subject, and have placed a student in the training school at Birmingham, who will probably be qualified to act as a teacher about the close of the present year.
89. Edgeware Road, Moor Street, Birmingham, Boys.	8 Oct.	81	15	20	70	1. Fair. 2. Sufficient. 3. Satisfactory, parallel desks and benches. 4. Remarkably good, considering the date of the school. 5. Mixed, some of them extremely judicious and successful. 6. Experienced, energetic, and possessing, as far as I could judge, a high order of talent. 7. The school has been recently opened, and the results already obtained are sufficiently remarkable to justify the anticipation of complete eventual success.	1. Fair. 2. Sufficient. 3. Satisfactory; much improved since last year. 4. Good. 5. Feeling and unsystematic. 6. A very respectable person, but not competent to train pupil-teachers. 7. The school presents many pleasing features, and it can be no doubt that the children derive solid advantages from their attendance in it, but it is very desirable that it should now be committed to the charge of a teacher possessing higher attainments. The manager concurs in the opinion which I expressed on this subject, and have placed a student in the training school at Birmingham, who will probably be qualified to act as a teacher about the close of the present year.

89. Saint Patrick's, Tottenham Coug. Girls.	9 Oct.	122	97	Visited privately; has since been placed in connection with the Committee of Council.
90. Northampton. Boys.	15 Oct.	55		1. Indifferent. 2. Insufficient. 3. Impossible from the inadequate dimensions of the room. 4. Moderate. 5. Mixed. 6. Well disposed. 7. No really satisfactory progress can be anticipated until the erection of better and more suitable school-buildings.
91. Banbury, Mixed.	16 Oct.	64		Visited privately.
92. Nottingham, S. Mary; Girls.	17 Oct.	102	50	1. Excellent. 2. Excellent. 3. Perfect. 4. Perfect. 5. System of the Sisters of Mercy. 6. Appears to possess every requisite qualification for her office. 7. This is probably one of the most highly organized and efficient schools of the class in existence. I do not know any object which should be aimed at in a truly scientific and comprehensive scheme of Christian Education, which is not fully attained in this school. The knowledge of the children, as far as it goes, is real and accurate, the methods singularly judicious and effective—the discipline and organization perfect. Every faculty appears to receive its due and appropriate training, and every child in the school is being educated, in the largest and highest sense of the term.
93. Birmingham, Mixed.	18 Oct.	63	60	1. Excellent. 2. Excellent. 3. Excellent. 4. Good. 5. System of the Sisters of Mercy. 6. V. G. highly qualified. 7. The school is of very recent date, but is rapidly progressing towards the highest state of efficiency. Visited privately.
94. Rugeley, Mixed.	23 Oct.	57		1. Fair. 2. Not sufficiently ample. 3. Fair, but capable of improvement. 4. Fair. 5. Mixed. 6. Well educated, but apparently not conversant with methods. 7. A school of a humble class, but likely to assume a more important character hereafter.
95. Grantham, Mixed.	25 Oct.	64	35	1. Fair. 2. A new supply coming, and much wanted. 3. Fair—parallel desks and benches—one writing desk against the wall. 4. Satisfactory. 5. Mixed—deficient in accuracy and vigour, except in music. 6. Energetic and intelligent, but of moderate attainments, and not conversant with methods. 7. This is a mixed school, held in a room of adequate dimensions, and under the charge of a moderately competent teacher. Its efficiency has been weakened by the want of a due supply of books and maps, and the use of defective methods. The former want will shortly be supplied, and I am inclined to think that the teacher possesses sufficient zeal and ability to acquire the necessary attainments. Vocal music has been taught with unusual success.
96. Eddington, Mixed.	28 Oct.	61		Visited at request of managers.
97. Wolverhampton.	29 Oct.			Visited for the examination of additional pupil-teachers. See report for February 1851.
98. Bliton, Boys.	30 Oct.	74		Visited privately.
99. Sarford, Boys.	31 Oct.	51	57	Visited privately—is now in connection with the Committee of Council.

General Report for the Year 1850, by Her Majesty's Inspector of Schools, E. WOODFORD, Esq., B.L.D., on the Schools inspected by him, in Scotland, in connexion with the Established Church.

MY LORDS,

Edinburgh, 1 January 1851.

I HAD the honor of being appointed to be one of Her Majesty's Inspectors of Schools, on the 7th of February 1850. On the 14th of that month I went to accompany John Gordon, Esq., my predecessor in office, on a tour, for the purpose of observing in practice the various forms of procedure connected with the inspection of schools, and the examination of pupil-teachers; but, as I had your Lordships' permission to continue in charge of my department in the Madras College, till the instalment of my successor there, though I visited some schools in the interval, it was not till the 1st of May that I entered entirely upon the discharge of the duties that had then devolved upon me.

From that time therefore, chiefly, till the 6th of December last, I inspected 126 schools, situated over Scotland generally, having 13,078 pupils on the roll, and 11,757 present; examined 176 apprenticed pupil-teachers, and 102 candidates for apprenticeship; and reported individually upon each case.

From the 22nd of October, 1849, till the 15th of February, 1850, Mr. Gordon had inspected 17 schools; making in all 143 since the list was closed for the last annual report.

I have held five general examinations of candidates for your Lordships' certificates of merit, with a view to the benefit of augmentation of salary. Each of these examinations occupied a week. The total number of candidates was 102. Their papers were examined, and reported upon individually.

Besides the transmission of forms to the schools which I had to inspect, and my correspondence with the office, I have written upwards of 500 letters, chiefly in reply to inquiries regarding the operation of the Government scheme in general, or under particular circumstances.

I have now the honor of submitting four general reports for the year:—

I. On the inspection of schools, and the examination of pupil-teachers.

II. On the examination of candidates for certificates of merit.

III. On the normal schools of Edinburgh and Glasgow.

IV. On industrial schools.

THE INSPECTION OF SCHOOLS; and the EXAMINATION OF PUPIL-TEACHERS.

SECTION I.—*Inspection of Schools.*

Of the 126 schools which I have been able to visit, since entering upon the discharge of my duties as Inspector, up to the 6th of December last, 34, as may be seen in the Table (No. I.) on the opposite page, are parochial, strictly so called; 4, burgh; 17, sessional; 6, General Assembly; 30, subscription; and 16, privately endowed. The 5 others inserted in the Table include the two normal schools of Edinburgh and Glasgow, which will form the subject of a separate Report. 14 are not included. In further columns of this Table will be found an estimate of the schools, thus classified, in regard to—(2), efficiency of the teachers; (3), school accommodation; (4), supply of books, maps, and other requisites.

The table has been compiled with care, from the facts ascertained and noted at the time of inspection.

It may be proper to state here that, as this is my first year of a mission inferring so much responsibility, and, as I had to visit so many schools of which I had no previous knowledge, and with a limited allotment of time for the consideration of each, I felt it to be an imperative duty to guard myself carefully against rashly giving expression to erroneous conclusions, especially of an unfavourable kind. Points of importance, therefore, which appeared to me to be doubtful, in the qualifications of a teacher, or the condition of a school, after such share of attention as I could then give to them, I have noted, to be the subject of observation upon a future occasion.

Of the various articles to be noticed in the form of Report for each school, it is most difficult, on a visit of inspection, to form a correct estimate of the discipline which usually prevails. The school is put more or less out of its ordinary routine, and may be unavoidably kept together, over the usual hour of interval, or past the hour for dismissal. Frequently a number of visitors are present, before whom the classes are brought for examination, individually, while the rest of the school is not employed as usual, under monitors or assistants, on account of the noise that would be thus occasioned. Children find it difficult to sit in quiet inactivity much longer than they have been accustomed to. The master's attention is distracted, by having to call them to order from time to time; and it discomposes him to find that this call requires to be repeated in the presence of strangers.

Sometimes I have the junior classes sent to the playground, while the senior are under examination, and *vice versa*; but this must depend upon local circumstances, and the weather. In a school having a large room, and aided by apprenticeship, several classes may go on together; that being the mode in which the apprentices

TABLE No. I.

DESCRIPTION OF SCHOOLS.	1. SCHOOLS, and NUMBERS.										2. TEACHER.				3. SCHOOL-HOUSE.				4. SUPPLY of BOOKS, MAPS, &c.							
	Building Grant.	Apprenticeship.	Total Schools.	Pupils.				Pupil-Teachers.				Good.	Fair.	Moderate.	Insufficient.	Excellent.	Good.	Fair.	Moderate.	Insufficient.	Excellent.	Good.	Fair.	Moderate.	Insufficient.	
				Totals.	Present at Exami- nation.	On Roll.	Average.	Total Number of Apprentices in Schools Inspected.	Candidates Examined during year.	Of these Admitted.																
Parochial	10	28	34	3,180	2,816	93.53	82.82	60	47	25	12	16	5	1	7	14	7	2	9	12	7	6	..	..	..	..
Burgh	1	4	4	571	523	142.75	132.	11	7	1	2	1	1	..	2	9	..	..	1	3	..	..	..	..	..	..
Sessional	7	13	17	3,235	2,847	190.3	167.47	42	13	6	3	11	3	..	..	12	..	..	2	1	8	..	..	..	..	..
General Assembly	1	4	6	227	171	37.83	23.5	1	1	1	..	3	1	2	..	..	..	..	..	2	1	..	..	..	..	..
Subscription	10	15	30	2,523	2,298	84.1	76.6	33	21	17	2	25	2	1	4	15	8	3	3	15	12	1	..	..	..	..
Privately Endowed	6	9	16	2,182	1,980	136.37	123.75	29	13	5	4	11	1	..	11	2	2	..	1	9	..	2	..	..	..	..
Others	5	2	5	1,160	1,112	232.	223.4	..	..	..	2	2	1	..	2	..	..	..	2	3	1	..	..	..	..	..
In all	39	70	112	13,078	11,457	..	..	176	102	55	25	69	14	4	29	45	24	9	5	31	30	10	..	..	..	..

may be observed at their work, with the least amount of embarrassment; and the whole school may be seen in its every-day condition.

nization. There is usually not much in the organization of an ordinary school that can with confidence be made the subject of special remark, during one such visit. Allowance has to be made for the period of the school-year at which the inspection takes place, as materially affecting the appearance of the several classes, in point of attainments.

ply of ks. In the great majority of even the humblest schools in Scotland, the parents of the children supply them with books; and the loss, or imperfection of a book, being concealed at home, or the parent either not being able to supply another, or choosing to punish the child by refusing it, a considerable per centage of the junior classes is not well supplied. There is also an aggravation of this evil, for which the master or the managers are answerable. Frequently the master, instead of himself having a book from which to hear each class, takes that of the nearest pupil; and visitors are supplied in the same manner. I have thus seen a whole class examined, with one book for each three pupils. The practice is most injurious to order and attention. A very small outlay, once in several years, would supply the master with two or three books for each class, and he would then be in a better condition to urge that every individual should have a book.

ster with a Book. It appears by the foregoing Table that the parish schools have the greatest proportion of excellence in regard to the efficiency of the teacher; and next to the privately endowed, in the supply of apparatus, though six of them are only moderate in the latter respect.

rish
hools.

hool-house,

They rank differently, however, in regard to school accommodation. Of the five school-houses, which are set down as insufficient, one belongs to the class of privately endowed schools, and is deficient chiefly in space for the number of children that the merits of the teacher have brought together. The remaining four are parochial, namely, Dalry, Scoonie, Inochture, and Ballantrae. These are very old, and unsuitable, in almost every respect; but I understand that some of them are about to be replaced by new erections. The more modern parish school-houses are generally very good, and often show abundant liberality on the part of the heritors. Of the seven set down as excellent, Mose of Dunse, Collessie, Brechin, and Falkland (the new erection), may be particularized.

verage
ttendance.

The average attendance at the parish schools is somewhat less than that of the sesional, or privately endowed. That of the four called burgh, here, is also higher, but they are too few for the deduction of an average, and three of them might have been classed with the parochial, which they represent or include. Religious dissent, to the effect of which, more especially in particular districts, the diminished average of the parish school attend-

ance is attributable, would appear to be affecting the practical business of education less injuriously now than formerly. Many of these schools have a larger attendance than they had a few years ago. I may mention, as an instance, that of Kilmuir Easter (Mosshar), which had been emptied in 1843, and is now, owing to the efficiency with which it is conducted, very well attended, though dissent on the part of the parents is much the same, and not a tenth part of the children belong to the established church.

The average attendance at the other schools is not affected in the same way from this cause, because they are not placed in every parish, but in localities where they are called for by a crowded population, or particular circumstances.

The origin and nature of the class of schools called sessional, were fully stated in the Report for 1849, and need not be repeated here. Sessional
Schools.

Their comparative statistics, as shown in the table, agree with the account of them which was then given.

As I have yet inspected only six of the General Assembly's schools, and as the grants lately allowed to them, in augmentation of salary, will soon bring so many more of them under review, I purpose to defer what I may have to say of them, as a class, till my next Report. General
Assembly's.

The subscription and privately endowed schools have no peculiar or characteristic features, as classes of schools. Other
Schools.

The subscription schools, though some of them are very large, have the smallest average attendance, except the Assembly's (though the deduction, from the six of the latter here given, is certainly short of the general average). This seems to arise from the same cause.

Many of these schools are placed where they are, not on account of a crowded population, but of the distance from any other school; and often, therefore, where the population is thin.

The privately endowed schools, as might be expected, have the largest proportion of excellence in the school-house, and also in the supply of apparatus.

I shall now notice a few subjects applicable to the schools generally, which I have visited.

1. There seems to be a steadily advancing improvement in the manner and methods of teaching; and in the more general supply of good maps, and other requisites for the school-room.

2. Arithmetic, in particular, is taught with more of the exposition of the principles, from which the seemingly mysterious rules proceed. For instance, the rule to borrow ten in subtraction, when the upper figure is too small, if not yet discarded in words, as it ought to be, is generally accompanied with such exposition of the real operation as removes the mystery, or the fallacy of it. Only one teacher, and of moderate pretensions, carried out the theory of borrowing consistently. When his boys remained silent,

on my asking from whom the 10 were borrowed, he asked, what they were required to do when they borrowed anything. "Pay it," said the *dux*. "Very well," replied the master, "to whom do you pay here—to what figure do you carry?" "To the next figure below." "Well, then, don't you see that it must have been *that* figure that you borrowed from?"

There is still room for improvement in the exposition and application of the principles of proportion, which the application simply of the rule of three seems rather to supersede than illustrate.

3. Subjects of physical science receive so much attention that, in some schools, common reading and spelling appear to suffer by it.

4. The facts of history, and statistics of population, trade, and commerce, are now more generally combined with lessons in geography.

5. The practice of vocal music is now becoming very general, sometimes in parts, but more frequently in simple melody. The tunes, however, are acquired almost always by the ear. Even in schools where some knowledge of the stave, and the names of the notes are communicated, with occasional exercises on the gamut, it is rare to find a pupil who can take a few intervals of an unknown melody correctly. In singing the ordinary tunes, the notes may be followed by the eye; but the leader must, in the first place, be followed by the ear.

In a few schools, Hüllah's and Mainzer's exercises have been introduced. Through these, and the efforts made by the masters of music in the two normal schools, I expect to be able to report more satisfactorily on this subject by another year. Several masters have also engaged that their apprentices shall have made some progress in singing strictly from the notes, by the time of my next visit to their schools.

6. The paramount importance of religious knowledge is everywhere maintained. More cherished than formerly it could scarcely be; but the teaching of it is accompanied with more of exposition and illustration than it used to be, or than the very young mind was formerly deemed capable of comprehending.

7. It is right, but almost unnecessary, to add that, without exception, I have found the minister of every parish which I have visited earnest and active in the cause of education, and most attentive in affording me every facility.

SECTION II.—*Apprenticeship of Pupil-teachers.*

As much of my time and attention has been devoted to the examination of pupil-teachers, and the consideration of their professional progress and efficiency, a section of my General Report may reasonably be occupied with some account of them.

A reference to the table will show that, of the 176 apprentices on whom I have reported individually, 60 are in parochial schools, 11 in burgh, 42 in sessional, 1 in general assembly's, 33 in subscription, and 29 in privately endowed schools.

Distribution
of Appren-
tices.

The annual examination which is provided for apprentices from the close of the first year upwards, though not embracing, by any means, too much for them to acquire, infers, especially in the earlier years, a considerable amount of writing, either for the fluency of expression on paper, or the facility in mere penmanship, which most of them have, at these stages, acquired. The just sense of importance, which I have had the satisfaction to see them attach, in almost every instance, to these exercises, and the consequent desire to acquit themselves becomingly, tend considerably to protract the process.

Written
Exercises.

As the papers are seldom so well written during the examination of the school separately, and as I find it very difficult to give the requisite attention to the two objects at the same time, I have generally held a second meeting for the apprentices, even when I could not have the advantage of a collective examination. I also consider the additional time to be well bestowed, not so much for the better appearance of the present papers, as for the salutary impression that this makes prospectively of something still higher to prepare for.

Additional
time.

The additional time, which is thus required, is still farther augmented by the partial examination, in certain cases, of teachers to whom pupil-teachers have been apprenticed.

More addi-
tional time.

To insure, as far as possible, the progressive intellectual training of every apprentice, your Lordships have, among other things, provided that, when the master or mistress is not certificated, the inspector shall annually, after oral and written examination, report on his or her competency to instruct the apprentices in the particular subjects appointed for the next year of their course.

In many cases it is at once evident that no examination of a master is necessary, except to comply with the requirements in the schedule of report. In other cases I have considered it my duty to be more particular; but, in all of them, I have avoided the appearance of examining teachers in the presence of any of their pupils. As part of this examination must also be in writing, the time occupied to enable me to report on one school has thus often amounted altogether to ten or twelve hours, and sometimes even to more.

Many teachers have expressed to me their readiness, and even preference, to undergo the general examination for a certificate of merit, if the option could be allowed to them, on account of the apprenticeship, which has already been sanctioned in their schools, though the existing pecuniary circumstances of these schools may not entitle them to enjoy at present the benefit of your Lordships' grants in augmentation of salary. A considerable amount of time

would thus be saved to inspection, probably to the extent of one additional school in the week.

I may here mention those of the subjects, obligatory or optional, in the course of the pupil-teacher's studies, in which there is most room for improvement.

1. *Drill*.—At the close of the first year apprentices are required to be able to drill a class in marching and exercises, and to conduct it through class movements required for preserving order. In many parts of the country, this is not complied with; in some instances, because the school is considered too small and crowded to admit of it; and, in others, as I understood, because of a strong local prejudice against it, the people characterizing it as being "fantastic and useless," or as "intended to instil early ideas of soldiering." Most teachers, however, who have been at a normal school succeeded in introducing these exercises, wherever they may happen to be placed.

2. *Mental Arithmetic*.—Not many of the apprentices have made a very satisfactory appearance in mental arithmetic. Indeed, with some eminent exceptions, this exercise is only beginning to be generally introduced in the schools which I have visited; and many of the apprentices have been carried no farther in it than was thought indispensable to pass their examination. Improvement has been promised by the time of my next visit.

3. *Grammar*.—It is provided that, at the close of the first year, the pupil-teachers shall be examined in the construction of sentences, and syntax; but, as the phrase "construction of the sentence" has been commonly used in Scotland to signify simply the application of the rules of syntax to it, nothing more than this has, in general, been prepared to meet this requirement.

4. *Drawing from Models*.—In several schools some progress has been made in drawing simple subjects from copy; and map-drawing is not uncommon; but I have seen no instance of a pupil-teacher drawing from models.

5. *Singing from Notes*.—I have found very few pupil-teachers able to take an interval in singing strictly from the notes.

6. *Black Board*.—There is, in general, great room for improvement in the use of the black-board.

In addition to the prescribed subjects; a considerable number of the pupil-teachers have professed progress to some extent in Latin, algebra, or geometry, or in all of them. As often as time permitted, I tested these professions, and have noted the result in the individual reports.

While it is most satisfactory to have to state, here, that all the apprentices whom I have examined, as at the close of one of the years of their course, have been passed by the decisions of the Committee of Council, it should nevertheless be borne in mind that there were considerable shortcomings, in other and more elementary branches than those which have just been noticed; and it

is to be hoped that your Lordships' indulgence, in only annexing admonition or warning to the allowance of the stipend, in cases in which stipend might have been withheld, will stimulate the individuals to such efforts as will prove their gratitude and make ample compensation.

7. *Efficiency of Pupil-teachers.*—Among apprentices of the same standing, of nearly the same attainments, and under the same training, there is often a very great disparity, in regard to energy, activity, animation, and general aptitude in teaching. A deficiency in these essential qualities may arise, either from constitutional causes or from a want of love for the work.

Where the deficiency is constitutional, it might sometimes, though not always, be sufficiently obvious to the Inspector, during the entrant examination, to enable him to decide upon it at once, and withhold his recommendation of the candidate; and it could scarcely ever fail to be known to the master and the managers, if more particular attention were called to the subject by a special preliminary question.

Disinclination or indifference may arise during the apprenticeship, without any positive indication of its existence on the day of the Inspector's visit. The master and managers, however, are provided with a remedy in every such case, in the terms of the certificates which they have annually to grant. Discrimination here would elicit admonition or salutary warning, where these might be called for; and, where this course is sufficient to induce a better sense of duty, every object will be gained; and, where it is not, it is quite clear that the apprentice should then forfeit his stipend, and make room for another who may be more deserving. In a great many cases, however, the same terms of certificate are signed for all in the same school, as a necessary matter of form, and as if there were no alternative between that, and the very strong measure of withholding the signature altogether.

Certificates
on behalf of
apprentices.

In one instance a master, who had *simpliciter* attached his signature, on behalf of all his apprentices, to the printed direction on Form X., "*Certificate that the pupil-teacher has been punctual, diligent, obedient, and attentive to his duties, from the master,*" requested me, before leaving, to remonstrate with one of them upon a line of conduct which implied a serious shortcoming in all these particulars. It was this case that determined me to avail myself of the opportunity, which the present Report affords, of bringing so important a subject under the notice of masters and managers generally.

If the pupil-teachers were duly apprised, in detail, of the amount of character that has to be certified on their behalf by the master, the managers, and the clergyman, and reminded upon occasion that this must be done, where necessary, in qualified terms, the effect could not fail to be beneficial, both in the par-

ticular case and generally, as a practical and impressive lesson on the moral responsibility of parties in all such matters.

Of the 126 candidates for apprenticeship, 21 cases are not disposed of, 58 have been admitted. Of the rest, the greater portion have been necessarily refused on account of the number of children, in the several schools, which determines the staff of apprentices admissible. Candidates are frequently examined, therefore, not merely to ascertain qualification, but in competition for a limited number of appointments. Of the 22 parochial refused, eight were unqualified; and of the six burgh, three. Of the seven sessional, one was unqualified, and four were refused, without reference to qualifications, on account of the mistresses not passing the requisite examination for the succeeding year of pupil-teachers already apprenticed. Of the three subscription-school candidates, one was unqualified; and of the nine in privately endowed schools, three.

Of the *viva voce* part of the examination of candidates, reading "with expression" is the requisite in which the majority are deficient. In geography, several have acquired a pretty minute knowledge of some individual countries, who are still deficient in the knowledge of elementary geography generally.

Of the written part, the most general, though not the most important deficiency, is punctuation. According to the schedules of decisions, correct spelling is held to be essential. In arithmetic, boys who could solve questions in practice, simple proportion, and fractions, knowing in such cases the particular rule to be applied, not unfrequently fail in an easy question, depending upon a very moderate exercise of judgment, in the application of the four elementary rules; such for instance as, *when the daily expenditure, and the amount laid past per month or per quarter are given, to determine the yearly income.*

It is not yet generally understood that pupil-teachers under examination are required to put all their work on the paper, without the separate use of slate or scroll, in order that all the steps which they take, and the correcting which they require to make, may be apparent.

The efficiency of the working of well-chosen and well-trained pupil-teachers may be illustrated and, if necessary, proved by one striking example. In the General Sessional School of Dundee, one master, with their aid, keeps 600 children above the average state of progress, and in better than average condition as to discipline, which I have observed in schools of the kind. It is scarcely necessary to say that no individual, however qualified, could without a large amount of efficient assistance, satisfactorily manage and instruct so great a number of children, in all the variety of ages and branches of a general elementary school.

In some schools where, by the first rule, one apprentice was

allowed for every 25 children, and where the attendance is now rather under than above what it then was, the branches being at the same time very elementary, two lads in the third or fourth year of their apprenticeship, and from 16 to 18 years of age, may be seen standing without any adequate employment, and from the listlessness which is thus acquired, not even doing very efficiently what little there is for such a staff to do. If, in such cases, one of them could be forwarded to a normal school, a great boon would be conferred on both.

Of the great number of pupil-teachers that are now becoming apprenticed, a limited portion only may ultimately become schoolmasters. In the mean time, a great and healthy stimulus is thus given to the education of the country generally, and more particularly to that of the lower classes, where it was most required. The best qualified among them for the office of the schoolmaster are likely to go forward as to their natural calling, and the rest, while they aid in the education of others, will themselves receive an education which would never otherwise have been within their reach.

Many masters have spoken to me of the apprenticeship, as having conferred on them the further benefit of giving occasion to such a revise of some subjects, in the training of them, as the ordinary business of the school would never have induced them to undertake.

SECTION III.—*Certificates of Merit.*

Of the five general examinations which I have held during the year, four were in the month of June; namely, two in Glasgow, the one for male candidates, and the other for female; and two in Edinburgh, of which also the one was for male candidates and the other for female.

The fifth examination was held at Aberdeen, in the end of September and the beginning of October. There was no examination of female candidates at Aberdeen, as a sufficient number had not offered themselves to warrant the occupation of time by it.

The results of these examinations are shown in the Table (No. II.) on the succeeding page. Of 102 candidates, 54 have been successful; or, of 83 males, 46; and, of 19 females, 8. Of the males, five are parish schoolmasters, four of whom have been successful,—one in the first class. The fifth affords the only instance, so far as I know, of a parish schoolmaster having failed to pass any of these examinations successfully. There was only one burgh schoolmaster, and he succeeded; 31 are teachers in the General Assembly's schools; of whom 15 have been successful; 7 are from subscription schools, and 6 of them have been successful; 1 from a privately endowed school has failed; 1 from a school of the Society for the Propagation of Christian Knowledge has been successful.

TABLE NO. II.—CANDIDATES.

JUNE, 1850.

TEACHERS IN CHARGE OF SCHOOLS.	MALES.										
	Number of Candidates.	Successful.	1st Class.			2nd Class.			3rd Class.		
			Rank.			Rank.			Rank.		
			1.	2.	3.	1.	2.	3.	1.	2.	3.
Parochial	2	2	..	..	..	..	1	1	..	..
Burgh	1	1	..	..	..	..	..	..	..	1
Sessional . . . . .	..	..	..	..	..	..	..	..	..	..
General Assembly's	8	4	..	..	..	..	..	1	..	3
Subscription	5	4	..	..	..	..	1	2	..	1
Privately Endowed	1	..	..	..	..	..	..	..	..	..
Others . . . . .	..	..	..	..	..	..	..	..	..	..
Normal Students—											
At Edinburgh	21	12	..	..	..	2	2	2	2	4
At Glasgow	16	7	..	..	1	..	1	2	1	..
In all	54	30	..	..	1	..	3	6	3	9
FEMALES.											
Parochial . . . . .	..	..	..	..	..	..	..	..	..	..
Burgh . . . . .	..	..	..	..	..	..	..	..	..	..
Sessional . . . . .	..	..	..	..	..	..	..	..	..	..
General Assembly's . . . . .	..	..	..	..	..	..	..	..	..	..
Subscription	3	2	..	..	..	1	..	1	..	..
Privately Endowed	1	..	..	..	..	..	..	..	..	..
Others . . . . .	..	..	..	..	..	..	..	..	..	..
Normal Students—											
At Edinburgh	7	2	..	..	..	..	..	1	..	1
At Glasgow	8	4	..	..	..	2	1	..	..	1
In all	19	8	..	..	..	2	1	1	2	2

SEPTEMBER, 1850.

MALES.											
Parochial	3	2	..	1	..	..	..	1	..	..	..
Burgh . . . . .	..	..	..	..	..	..	..	..	..	..	..
Sessional . . . . .	..	..	..	..	..	..	..	..	..	..	..
General Assembly's	23	11	..	..	..	1	..	2	..	5	3
Subscription	2	2	..	..	..	1	1	..	..	..	..
Privately Endowed . . . . .	..	..	..	..	..	..	..	..	..	..	..
Others	1	1	..	..	..	..	..	..	..	..	1
Normal Students—											
At Edinburgh . . . . .	..	..	..	..	..	..	..	..	..	..	..
At Glasgow . . . . .	..	..	..	..	..	..	..	..	..	..	..
In all	29	16	..	1	..	2	1	3	..	5	4

Thirty-seven are normal school students: 21 at Edinburgh, and 12 successful; 16 at Glasgow, and 7 successful.

Of the 19 females, 13 are from subscription schools, and 2 of them are successful. One from a privately endowed school has failed. Of 7 attending the normal school of Edinburgh, 2 have been successful, and, of 8 attending that of Glasgow, 4 have been successful.

Not a few of the failures, both now and in former years, on the part of candidates who might have been expected to succeed, may be attributed to the fact that, not unfrequently, the managers or promoters of a school agree to the pecuniary conditions, and lodge their application at the Council Office, with too little notice to the master before the time appointed for his examination. He is unwilling to say, and he may not think, that he cannot be sufficiently prepared within the time; and he comes forward without the needful revision of subjects which, though formerly studied, have ceased to be practically familiar to him. His appearance is also further damaged by the want of due confidence in himself, which is thus occasioned.

As the difficulty of the examination, as a whole, is occasionally spoken of in a manner calculated to deter well qualified candidates, and as instances of particular questions are quoted as being unreasonably difficult, it may not be out of place here to offer a few remarks, with the view of making the subject a little better and more generally understood, in Scotland, especially by those who may have it in view to offer themselves as candidates.

1st. As there are three classes, and three divisions in each class, the scale of merit extends practically over nine grades. The examination, therefore, may be sufficiently difficult, as it ought to be, for those aiming at the highest grade, without requiring so much, at the other end of the scale, as to be discouraging to any one of fair general attainments, refreshed in detail by reasonable preparation.

2nd. Each paper is divided into sections, and the candidate is required to work one exercise, and only one, in each section; and for this exercise there is a choice generally of three and sometimes of four questions, or subjects, of progressive difficulty.

In order to succeed in some grade, it is not necessary to attempt every paper of the set, or to work an exercise in every section of such as are attempted.

3rd. These examinations are made the means of drawing attention to important subjects, which are unknown or little attended to in our schools, and which might be introduced, or more generally cultivated, with great ease and advantage. Drawing from models may be given as an example;* and singing from notes,

* Agreeably to my instructions, I presented simple models, at the general examinations in June and September last, for such of the candidates as might feel disposed to give a specimen of drawing from them. In June, none came forward in Glasgow;

which has no where for many years been less cultivated than in Scotland, and is no where so essentially necessary (in the absence of all instrumental aid) to the service of the church.

Value is given to candidates for a proof of skill in these subjects; yet the highest grade of certificate may be obtained without it.

The importance of calling attention to subjects of domestic economy, in the education of females, is now universally admitted.

4th. The number of days over which the examination is extended, and the variety of exercises which it includes, are in favour, as they ought to be, of those candidates whose attainments are the most extensive and the most accurate. Short examinations necessarily turn upon a comparatively small number of points, and these may be more happily chosen for some individuals than for others, and so bring out a result not in strict accordance with their comparative merits.

It is matter of fact, however, that the course of your Lordships' decisions upon the papers worked at these examinations is attended with a growing confidence, on the part of the public at large, in the substantial qualifications of those by whom *certificates of merit* are held, according to the terms in which these qualifications are set forth. Such confidence must, of course, arise from the observed comparative condition of the schools which are conducted by certificated teachers.

I may here mention a circumstance which should go to give confidence to intending candidates also, that, up to the extent of their actual attainments, and the accuracy with which these have been revised in preparation, will be the measure of their success. A master, who attended at one of the June examinations, stated, in giving in his concluding papers, that he was dissatisfied with the appearance he had made in several of them, having had too little time for revise. „He did not,” therefore, expect at that time to succeed; but, being satisfied of the perfect fairness of the trial, he wished to attend the next examination in September. He came forward accordingly. The decision on his first set of papers placed him in the first rank of the third class, and, on the second set, in the first rank of the second class.

I consider it to be matter of regret, for the educational statistics of the country at the present time, that so few of the parish schoolmasters have yet come forward to these examinations. Only 18 out of upwards of 1,100; and it may be said, without disparagement of these, that it is certainly not as being the best of that

four at Edinburgh; and in September seven came forward at Aberdeen. From what I have recently seen of this department in the normal schools, which may be expected to take the lead in improvement, I anticipate that the next general examination will afford evidence of considerable progress during the year.

A similar remark may be applied to vocal music. Indeed, a more rapid progress may be expected here than in the drawing; for many of the candidates could sing, but they were not prepared for the simple yet trying test of being able to read off, even a few, expressions of an unknown melody.

body that they alone have presented themselves. Indeed, there is not one of these from any of the three counties in which the parish schoolmasters are considered collectively as being the ablest. This general backwardness may be ascribed to a very general and prevailing misconception as to the applicability of the scheme to the parish schools at all, as on anything like equal terms with the rest.

1st. It was assumed somewhat hastily that, as the schools were at first raised, and have all along been maintained, by an impost upon the landed property of the country, the heritors would refuse anything like a voluntary subscription in addition, to meet the pecuniary condition upon which augmentation of salary depends under the Minutes of 1846-47.

The parish schoolmasters of greater name and standing seem generally to have considered that it would be a sort of degradation, both to themselves and to the body to which they belonged, if they were to undergo the required examination without gaining the highest certificate.

The manner of the examination, and the amount of proficiency in the several qualifications set forth in the "broad sheet" that might be necessary, in order to secure this position, were at the same time unknown to them. It was, moreover, very generally believed that the class of certificates, for which they would be restricted to compete, would be determined by the amount of the voluntary contribution that might be raised for them; and I may add that it is not even yet everywhere understood, that, all which the heritors have allowed above the legal minimum of salary is reckoned as part of this contribution.

A large share of my correspondence has consisted in letters of explanation on points of this nature, in reply to inquiries addressed to me by masters, ministers, and heritors.

The attention that is now more generally paid to the details of the scheme will speedily remove any remaining misapprehensions regarding it. I may here further state that, so far as my correspondence, or occasions of personal intercourse, with heritors, when visiting their schools, have enabled me to observe, they appear disposed to act in this matter with suitable liberality. Indeed, I do not know personally of a single instance in which, after explanation, they have declined to contribute, when the master had signified his readiness to fulfil his share of the conditions, to entitle him to participate in the benefit of the Government grants in augmentation of salary.

NORMAL SCHOOLS.

I had the honor to be instructed to visit the normal schools, in connexion with the Church of Scotland in Edinburgh, and Glasgow, in order to inspect and report on the model schools,

and also the training-schools, except in so far as an examination of students in writing was superseded by the general examination for certificates of merit, which was held in the month of June last, and of which a Report has already been transmitted.

The inspection of the Glasgow Normal School began on Monday, the 18th of November, and continued till Saturday the 23rd. It was resumed, for a day, on the 23rd of February; occupying in all seven days, from six to eight hours each.

The inspection of the Edinburgh Normal School began on Monday, the 25th of November, and continued till Tuesday, the 3rd of December. It was resumed on several days, partially with a view to particular points; occupying in all a period equal to ten days, at the rate of five hours daily.

As I was instructed to include an account of these schools in my General Report for the year, my visit, though deferred as long as possible, was still too early to see them in operation much beyond the commencement of their course.

I. Glasgow Normal School.

The staff of teachers of the Glasgow Normal School is as follows:—

Rector	Joseph Douglas, Esq.
Head Master	Mr. Mathew Wilson.
Second Master	Mr. James Macaulay.
Third Master	Mr. Thomas Powel.
Infant Teacher	Miss Ormiston.
Mathematical Tutor	Mr. P. Egan.
Teacher of French	Mr. J. Douglas.
Teacher of Drawing	Mr. J. A. Hutchison.
Teacher of Psalmody	Mr. George Shields.
Teacher of Needle-work and Matron	Miss Walker.
Janitor	Mr. John Jeffrey.

The whole of this staff, though differing of course in individual qualifications, may be characterized as highly efficient and successful in their several departments.

The first four on the list are teachers in the model school; the rest in the training-school, or in both.

1. *Model School.* The model school consists of three departments, the Infantiary, Juvenile, and Senior.

Infantiary Department. Mr. Powel and Miss Ormiston.—In the infantiary are taught letters and monosyllables, and easy narratives, object lessons, singing with some knowledge of the notes, and elementary religious knowledge.

I found 208 children on the roll, of whom 176 were under seven years of age, and none above nine. They meet in the playground at from 9 to half-past 9 o'clock in the morning. At the half hour they march into the school, and the business of the day

commences with devotional exercises, and, with an hour of interval, continues till 3 o'clock, p.m. The organization is excellent.

The order was seen a little to disadvantage, especially in the gallery lesson, owing to the late transfer of a large portion of the children to the juvenile department, and the influx of a corresponding number of beginners. Mr. Powell's mode of giving an elementary Bible lesson, and of drilling a class in the alphabet, struck me as being particularly good, and calculated to maintain continuous attention.

Miss Ormiston teaches with great skill and animation, and easily maintains the highest order in the several classes committed to her care.

The singing was very good, allowance being made for the effect produced by the new entrants. Several of the children were exercised freely in the gamut, and were generally successful in taking the required interval.

I may here mention that the music master is in attendance all day, going to the different classes at the times appointed for their singing, and when not so engaged assisting in the other lessons of the senior department.

Juvenile Department; Mr. Macaulay.—In this department I found on the roll 192, from seven to twelve years of age, but mostly from eight to eleven: present, 177. Here are taught religious knowledge, books of general information (series of lessons), writing, arithmetic, as far as the compound rules and reduction, and singing from the notes.

In giving out the lesson in reading for the following day, the master first reads a sentence once or oftener; the children in gallery follow simultaneously, attention being called to accent and inflexion. Individuals are then called upon to read and others to point out the faults; and, finally, it is read again simultaneously. This course is pursued to obviate the influence of provincialism on the preparation of a lesson at home, with no one to correct it. The reading in this department shows that the plan answers its purpose very fairly.

All are in grammar, and so far as it has been acquired, it is applied to any passage that presents itself. The children point out the words that they ought to know very readily. In writing they trace in ink what has been set for them in pencil. The hand is thus accustomed to the proper turns; but the faculty of imitation, and of the abstract conception of form, is not called into action. The operation is strictly mechanical. All the copy books had a fine uniform and well-proportioned appearance. I omitted to inquire whether there were any specimens of their first attempts without the pencil tracing.

Elementary arithmetic is exceedingly well taught. Fingering is superseded in adding. They learn first to run up a column of each figure, naming the sum at each step. Subtraction is per-

formed with a clear understanding of the real operation, and not by carrying one to the figure below.

In geography, some knowledge of important events, the character and occupation of the people, and the simpler features of physical geography, are combined with topography.

In communicating religious knowledge, historical and practical lessons are associated with some person in Scripture biography, and doctrinal passages, with a repetition of catechism.

The singing in this department is accompanied with a considerable advance in the knowledge of the notes, as compared with that in the initiatory department.

Senior Department; Mr. Matthew Wilson.—On the roll 210, varying in age from eight to fourteen, the greater proportion being from ten to twelve. Present 194. Here, in addition to the branches in the juvenile department, and the use of higher class-books (course of reading, &c.), are taught composition, the higher rules of arithmetic, history, linear drawing, and, to limited numbers, the elements of Latin, geometry, and French. Latin, geometry, and French are extras, of which Latin is taught before school is regularly opened, geometry during the interval, and French after the close.

Mr. Wilson displays ingenuity, zeal, and perseverance in all that he does. Grammar, arithmetic, geography, and history are taught very effectively, and in a manner well calculated to elicit the ingenuity of the pupils, who display generally much animation and happiness within the limits of perfect order.

Mental arithmetic is particularly well worked. The truths of religion are inculcated with great care and with corresponding success.

In music there is now a considerable knowledge of the elements. Some exercises in parts are very well sung, though a little more attention to softness and expression would be an improvement. I did not see enough of the branches taught at present as extras to enable me to form any decided opinion in regard to them.

The model school appears thus to be altogether in a very satisfactory condition.

Training School.

Formerly young men were admitted as students in the training-school after an oral examination, which would not appear to have been one of a very definite or uniform standard. The entry examination is now to be conducted chiefly in writing. I subjoin the exercises for that of last September. It will be seen that they are prepared upon a scale of reasonable difficulty for the majority of the candidates that may be as yet expected. Such a standard is much more likely to induce preparation in future candidates

than if any considerable portion of it were hopelessly beyond their reach.

EXAMINATION OF STUDENTS.

Glasgow Normal School.

1. Name the principal epochs in sacred history down to the return of the Jews from the Captivity of Babylon.
2. Give an account of the life and character of Saul.
3. Mention the principal events that occurred during the wanderings of the children of Israel in the desert.
4. Quote or refer to passages in Scripture which assert the efficacy of the Atonement, and by Christ alone.
5. Quote passages from Scripture declaring the providence of God.
6. Give an account of what is contained in the book of Jonah.
7. Give an account of the parable of the Generous Master and Unforgiving Servant; stating the moral, and quoting other passages of Scripture enforcing the same moral.
8. Quote or refer to passages in Scripture inculcating the forgiveness of injuries.
9. Narrate what is recorded of the ambition of the sons of Zebedee.
10. Describe the period in sacred history in which Jephtha appears; mention his office, and the more remarkable circumstances recorded concerning him.

English Grammar.

1. Parse syntactically either of the following passages:—

I. Another thing, very ordinary in the vulgar method of grammar-schools, there is, of which I see no use at all, unless it be to baulk young lads, in the way to learning languages, which, in my opinion, should be made as easy and pleasant as may be; and that which was painful in it, as much as possible, quite removed. That which I mean is, their being forced to learn by heart, great parcels of the authors, which are taught them; wherein I can discover no advantage at all.

- II. The virtues conquer with a single look.

Such grace, such beauty, such victorious light,

Live in their presence, stream in every glance.

That the soul won, enamoured and refined,

Grows their own image, pure, ethereal flame.

Hence the foul demons, that oppose our reign,

Would still from us deluded mortals wrap,

Or in gross shades they drown, the visual ray.

2. Point out all the words of Latin origin in that one of the above passages which you select for parsing, and substitute, as far as you can, words of Saxon for those of Latin origin.

Geography.

1. Name the provinces of Ireland, and some of the counties in each.
2. Name the counties which border on Wales.
3. Assign to their respective counties the following towns—Montrose, Dornoch, Liverpool, Leeds, Birmingham, Cheltenham, Carlisle, Morpeth.
4. Name and describe the situation of ten of the more considerable salt-water lochs on the west coast of Scotland.
5. Name the countries, in geographical order, which lie in a direct line betwixt Canton and Paris.
6. Describe the boundaries of Prussia, Italy, Persia, China, Egypt, Peru.

7. Name the chief inland and sea-coast towns of Syria, and describe their situation.
8. Name the principal towns of Judæa.
9. Describe the rise and course of three of the principal rivers of Europe.
10. Describe the motions of the earth, and explain the causes of the regular succession of the seasons.

Arithmetic and Algebra.

1. Divide 605*l.* 3*s.* 11*d.* by 5*9* $\frac{3}{4}$.
2. Find, by Practice, the value of 2073 yards at 2*s.* 7*d.* per yard.
3. Find, by Practice, the value of 4 cwt. 2 qrs. 6 lbs. at 2*l.* 10*s.* per cwt.
4. If an English ell cost 7*s.* 8*d.*, how much will a yard cost?
5. If a man travel 360 miles in 15 days of 8 hours each, how far will he travel in 25 days, walking 6 hours a-day?
6. How long will 400*l.* be in amounting to 520*l.*, at 5 per cent?
7. Interest of 20*l.* for 7 years, at 4 per cent. (Comp. Int.).
8. Multiply $\frac{1}{2}$ of $\frac{2}{3}$ by $\frac{3}{4}$ of $\frac{3}{4}$.
9. What will be the cost of 3*½* lb. when 2*½* cwt. cost 3*l.*?
10. Divide 129*4* $\frac{49}{5}$ by 29.
11. What is the value of 874 of a pound sterling?
12. Reduce 17*s.* 9*d.* to a decimal.
13. What is the square root of 8896?
14. What is the cube root of 80?
1. Given $ax + 6 = 2b + d$, find x .
2. Given the two following equations, find the values of x and y , viz.—

$$8x + 5y = 26$$

$$5x + 6y = 39$$
3. Given $x^2 + 3x = 40$, find the value of x .

The students receive all their instruction from the rector, except during two hours in the evening that they are employed with the mathematical tutor, and their lessons from the masters of music and drawing. The distribution of their time is shown in the table.

Geography.—Sullivan's Introduction is the text-book. The mathematical and the more general truths of physical geography are thoroughly inculcated.

In the details of particular countries, the line of coast is first studied; then successively the mountain system, climate, productions, manufactures, commerce, population, government, and religion. I selected some mathematical and physical subjects that had been studied. On these the students were examined by the rector and myself. Their answers were generally correct, and showed that great pains had been paid to the first principles.

History.—Class-books: Tytler's Elements and School History of Scotland. The period of the Gracchi and some points in the Augustan period were selected from the professor, and the examination was also highly satisfactory.

Latin.—Text-books: Mair's Introduction, Livy and Horace. Mair's Introduction is followed, at a more advanced period of the session, by translations into Latin from Adam's Roman Antiquities. Some sentences of Mair were read, but the main part of this examination was in Horace's First Epistle of the Second Book,

the whole of which was professed. The students were taken in any order, and each read and was questioned on a sentence. There was scarcely a failure in the translation, and most of the questions were answered in a very satisfactory manner. A few did remarkably well.

Greek.—Junior class, in the Edinburgh Academy's *Delectus*; were examined chiefly in the grammar, and appeared to be generally familiar with the formation of the verb.

The senior class justified their profession of 300 lines of Homer. The parsing was good.

French.—French is taught on alternate days, in place of Greek. This class is optional, but most of the students attend it. They read passages from the first two Books of *Telemaque* with considerable fluency. In parsing, the words were reduced to their Latin roots.

Arithmetic.—Female students. They were examined in decimals applied in the working of questions, in Simple Proportion. There were a few mistakes in placing the point, but they were almost always right in the stating of the question.

English Grammar.—All the female students, and a section of the male students, attend this class. The pronouns had been gone over with critical accuracy. They understood, and applied Latham's principles.

Model Lesson.—The model lesson is given by the rector from some of the more difficult passages in M'Culloch's Course of Reading. Great judgment is shown in calling the attention of the students to those points which a young teacher is most apt to overlook or mismanage.

On Saturday morning the Shorter Catechism, with proofs from Scripture, is the subject of instruction and examination. The rector elicits very clear views of its meaning; the students then also give an account of their private reading in Scripture during the week.

Once a-week the rector devotes some time to the consideration of the various plans of organization that have been generally adopted; the modes of discipline, methods of instruction in the several rules of arithmetic, sections of grammar and other subjects, and the best sets of school-books. This is followed by observations on the advantages and the best plans of private study.

Every step of the rector's proceeding bespeaks his fitness for the duties of his most important office. He reduces every subject of instruction to the simplest principles, which he is at pains to show in the clearest light.

Mathematics.—Geometry and algebra are taught by the mathematical tutor during the earlier part of the session; and then, with a review of those, a course of trigonometry and mechanics. At the time of my visit the class possessed two Books of Euclid, and Algebra to Simple Equations. In testing this profession, each

student was called upon, in such order as I chose, to demonstrate a proposition. With two exceptions they all succeeded, though not with equal facility. I thus heard all the more difficult propositions in the two books. The majority of the students also succeeded in solving an equation of some difficulty which they had not seen before.

Music.—Hullah's Exercises and Hamilton's Catechism are taught in two days of the week. Psalmody, in parts, two days, and the parts separately one day. When the whole of the Catechism has been gone over, each student in turn is required to give a lesson from some prominent part of it. The performances only required a little more softness at particular passages, and attention generally, to be very good.

Drawing.—Drawing from models is now commenced at an early stage in this department, and is attended with great success for the time. Several students took the outline of a chain in different positions very fairly. Some drew a cube, or a book in a position relative to the eye, which was described to them. The given object was then placed in the assigned position, and great attention and interest were thus elicited.

Distribution of Students in the Model Schools.

1. *Females*, 21.—One is appointed to assist Miss Walker in preparing work. The remainder are formed into three equal divisions, each of which divisions is attached to one of the three model schools for six weeks. At the close of this period a written account of the school in which she has been teaching is given by each student to the rector. The divisions are then shifted, so that those in the senior school proceed to the initiatory; those in the juvenile, to the senior; and those in the initiatory, to the juvenile. Before leaving the institution, students are sent to teach during the whole day, that they may become familiar with all the arrangements of the school. The hour during which the females practise teaching is from 10 to 11. They are employed in industrial work from 11 until 1½ P.M. An interval of an hour, from 12 to 1 o'clock, is allowed to such as desire it. The majority, however, remain at their work.

2. *Male Students*, 20.—The male students are also formed, like the females, into three divisions, each of which is appointed to one of the schools. They continue in the schools assigned for the same period of six weeks, write an account of them, and are shifted exactly in the same manner as the female students.

The hours for the male students practising teaching are as under:—

Initiatory Department	from	1	to	2	o'clock.
Juvenile	"	"	1	"	3
Senior	"	"	1	"	3

Those in the initiatory department revise arithmetic, under the

superintendence of the rector; from two to three o'clock, or listen to the lesson which is delivered to the females at that hour.

The progress of the students is tested by occasional examinations by the Committee, in a body; and by weekly examinations before individual members of the Committee, two being regularly appointed to visit for the week. The progress in mathematics will be tested in future by monthly written examinations.

GLASGOW NORMAL SCHOOL.

INCOME.			EXPENDITURE.		
<i>For the year 1847.</i>			<i>For the year 1847.</i>		
	£.	s. d.		£.	s. d.
Fees	228	17 6	Salaries, &c.	821	11 3
From Gen. Ass. Ed. Fund	592	13 9			
	821	11 3		821	11 3
<i>For the year 1848.</i>			<i>For the year 1848.</i>		
From Gen. Ass. Ed. Fund }	820	1 6	Salaries, &c.	820	1 6
and Fees					
<i>For the year 1849.</i>			<i>For the year 1849.</i>		
From Gen. Ass. Ed. Fund }	444	13 0	Salaries, &c.	444	13 6
and Fees					
<i>For the year 1850.</i>			<i>For the year 1850.</i>		
Fees	494	0 0	Salaries.	986	13 4
To be made up by the }	1,173	5 11	Taxes, water, gas, fen }	67	16 8
Church and the Govern- }			duty, insurance		
ment Grant			Repairs, stationery, coals	202	11 1
	£1,667	5 11	Allowances to students	410	4 0
				£1,667	5 11

EDINBURGH NORMAL SCHOOL.

Teachers.

Rector	Rev. George S. Davidson.
First Master	Mr. Robert Armstrong.
Second Master	Mr. Daniel M'Millar.
Third Master	Mr. Richard W. Dorward.
Mathematical Tutor	Mr. James Currie, A.M.
Teacher of Gaelic	Mr. Forbes.
Teacher of French	Mr. H. Cornillon.
Teacher of Drawing	Mr. Walter Ferguson.
Teacher of Psalmody	Mr. Ebsworth.
Matron	Mrs. Christie.

I. MODEL SCHOOL.

Elementary Room.—This may be regarded as an extra, being the writing-room filled, when not required for its own purpose with an infant-school recently organized as a feeder to the proper

junior department of the seminary. It is conducted by Mr. Malcolm Livingstone, a Normal student, who obtained a certificate of merit at the general examination held at Edinburgh in the month of June, 1850.

The prescribed course of instruction comprises a knowledge of the names and powers of the letters of the alphabet and their formation into simple words; simple moral stories, adapted to the capacities of children, affording the elements of instruction; easy lessons on familiar objects, illustrated by pictures, calculated to exercise the faculty of observation; first lessons in sewing, for girls. The various lessons relieved by the singing of simple tunes. Attendance, three hours daily. Average ages, from 5 to 7; number, 85. Read Mr. McCulloch's Second Book, before being advanced to the junior room.

The children in this room had been so recently brought together, at the time of my visit, that little progress could have been made, not merely in the prescribed course, but in bringing them to ordinary habits of attention.

I saw them taught in subdivisions by the students, and receive a collective object lesson from Mr. Livingstone, all which was as satisfactory as could be expected at that stage. They sing a simple melody pretty well. The following is the table of hours for the elementary room:—

DAYS.	10—10.30.	10.30—11.30.	11.30—1.	1—1.20.	1.20—2.30.
Monday . .	Elements of religious instruction.	Elementary instruction, letters, Monosyllables, and dissyllables.	Interval	Singing simple tunes.	Object lesson, elementary instruction.
Tuesday . .	Simple moral stories.	Ditto . . .	Ditto .	Ditto . .	Ditto.
Wednesday . .	Elements of religious instruction.	Ditto . . .	Ditto .	Ditto . .	Ditto.
Thursday . .	Simple moral stories.	Ditto . . .	Ditto .	Ditto . .	Ditto.
Friday . .	Elements of religious instruction.	Ditto . . .	Ditto .	Ditto . .	Ditto.
Saturday . .	Simple moral stories.	Marching & Singing.			

Junior Room; Mr. R. W. Dorward, third master, certificated:—The course for this room is daily Scripture lessons, comprising Bible narrative and simple biography, with analysis of simple passages illustrative of Scripture truths; Watts's Catechism, and the simpler questions of the Shorter Catechism, with explanation and illustration from Scripture; daily reading-lessons, with full exercise upon the scope of each lesson; individual and simultaneous reading, with strict attention to distinct articulation; spelling and meaning of words in daily lesson; elements of grammar, comprising a knowledge of the names and uses of the different parts

of speech imparted orally, and illustrated from words in daily lesson; elements of geography and arithmetic; object-lesson; stories illustrative of moral virtues, related by the teacher and explained by the children; lessons in sewing, for girls. Time relieved by singing and marching. Home tasks daily prescribed; attendance, 4½ hours; average ages, from 7 to 9; number, 81; read White's Fourth Book, before being advanced to the senior-room. I saw this room in subdivisions under the students, when they appeared to be doing generally very well; and afterwards collectively, under the master. The reading, both individual and simultaneous, was good. An oral lesson on the grammar and nouns of verbs was well managed. The singing is good; it is by the ear, but some knowledge of the notes is in the course of being taught. Elementary geography is well taught on the black-board, beginning with a circular representation of the globe; then the axis, equator, and other circles; the zones, motions, day and night, and the seasons. Mercator's Chart was next introduced, and attention was called successfully to the longest river, the longest range of mountains, and the highest points, the largest lake, &c.

A sort of game is here introduced; a child is called to think of a country. He has done so; and another stands up and questions him as to whether it is on the coast, or inland? east, west, north or south of places which he names, &c.; and he must then guess the country that has been thought of. The object (and it is gained) is to secure the attention of the children to the position and general description of the country, while they are thus watching the progress of a game between two of their companions.

Arithmetic.—The exercises, both mentally and on the black-board, as far as Subtraction, were very satisfactory, the attention and animation of the children being very well sustained.

The following is the table of hours for the junior-room:—

DAYS.	9—10.	10—10½.	10½—11.30.	11.30—12.	12—12½.	1—2.	2—2.30.
Monday	Scripture lessons.	Daily lesson, with analysis.	Elements of geography & grammar.	Interval	Girls' sewing	Daily lesson, with analysis.	Elements of arithmetic.
Tuesday	Catechism, with illustration.	Ditto	Ditto	Ditto	Ditto	Ditto	Ditto
Wednesday	Scripture lessons.	Singing	Daily lesson, with analysis.	Ditto	Ditto	Ditto	Object lessons.
Thursday	Catechism, with illustration.	Daily lesson, with analysis.	Elements of geography & grammar.	Ditto	Ditto	Ditto	Elements of geography & grammar.
Friday	Scripture lessons.	Ditto	Daily lesson, with analysis.	Ditto	Ditto	Ditto	Object lesson.
Saturday	Revisal	Singing & writing.					

Senior Room; Mr. M'Millan, second master.—The course for this room comprises Bible History, Life of Christ, explanation of simple narratives, inculcation of religious principles, with references to passages in Scripture; Shorter Catechism, with minute analysis and copious illustration from Scripture; daily reading lessons selected from M'Culloch's Series of Lessons and Course of Reading, upon which the understanding rather than the memory is studiously exercised; spelling, with division of syllables; import of words in lesson, with their various significations, prefixes, affixes, with simple derivation; grammar, comprising a knowledge of the classification and inflection of words, with the elements of construction imparted orally with the assistance of board, and illustrated daily from reading-lesson; object-lessons, with slate exercises; natural history; reading of poetical pieces; individual and simultaneous recitation; geography, viz., outlines of great divisions of globe, with intimate knowledge of Scotland; arithmetic and writing; Latin and drawing classes; singing; sewing and knitting, for girls; house tasks and written exercises daily prescribed. Attendance, 5½ hours; average ages, 9 to 11; number, 147.

Bible narrative, from the beginning to the time of Isaac, professed. The Flood was selected for examination; answers generally very good.

Arithmetic.—Mental and slate as far as Compound Multiplication; Compound Division also being begun. The work within this limited profession was very fair. The master states, that from what is now doing in the junior-room, the arithmetic will in future be more in advance.

Object Lesson.—This is given by a student in turn. The one whose turn it was selected the "Ant-eater" as his subject, and would have succeeded in making it much more attractive, had he not interspersed his account of it with too much collateral zoology for his audience.

Reading and Grammar.—Passages, selected from what had as yet been gone over, were read with good articulation and attention to inflexion; and meanings, scope, and collateral information were well brought out. Oral grammar is here also very successfully worked, parsing generally good.

Composition.—Classes not under examination are directed to write short sentences on names occurring in their grammar. Some of these were very good and characteristic, boys selecting the castle, or some capital; girls, such as Holyrood or Balmoral, with the Queen in Scotland.

Music.—This branch is in a state of great comparative forwardness throughout all the departments of the Edinburgh Normal School, but more particularly in this room of the model-school. This is to be attributed, in the first place, to the excellence of Mr. Ebsworth, as a teacher; and also, in no small degree, to the ability of all the masters, and particularly of Mr. M'Millan, to

conduct the singing in their several rooms. The children have a good knowledge of the scales, keys, and common chords, &c.; they sing well in tune, and also with taste and expression. The boys are very steady in a second; one boy led off a piece very successfully.

Mr. Milman is a judicious and successful teacher, in particular he commands great attention in giving a gallery lesson.

The following is the table of hours for the senior-room.

DAYS.	9—10.	10—11.	11—11.30.	11.30—12.
Monday.	Scripture lessons, with analysis.	Arithmetic.	Geography.	Girls, writing. Boys, natural history.
Tuesday.	Shorter catechism, Bible history.	Ditto.	Ditto.	Ditto.
Wednesday.	Scripture lessons, with analysis.	Mental arithmetic.	Singing.	Ditto, object lesson.
Thursday.	Shorter catechism, Bible history.	Arithmetic.	Geography.	Ditto.
Friday.	Sacred geology.	Mental arithmetic.	Revisal.	Ditto.
Saturday.	Shorter catechism, Bible history.	Singing.		

DAYS.	12—12.45.	12.45—1.	1—2.	2—3.	3—4.
Monday.	Girls, sewing. Boys, writing.	Interval.	Grammar, inflection, parsing, derivation.	Daily lesson, with analysis.	Latin.
Tuesday.	Ditto.	Ditto.	Ditto, slate exercises.	Ditto.	Ditto.
Wednesday.	Ditto.	Ditto.	Daily lessons, with analysis, slate exercises.	Ditto, slate exercises, elocution.	Ditto.
Thursday.	Ditto.	Ditto.	Grammar, inflection, parsing, derivation.	Ditto.	Ditto.
Friday.	Ditto.	Ditto.	Daily lesson, with analysis, slate exercises.	Ditto, slate exercises, elocution.	
Saturday.					

Advanced Room; Mr. Armstrong.—The course for this room is religious instruction, comprehending analysis of miracles, parables, and leading doctrines of Christianity; Bible History and Sacred Geography; Shorter Catechism, with senior-room; History of Scotland and of the British Empire; chronology, etymology, with primary and secondary signification of words; syntax, with analysis and peculiarities in construction; a course of English composition; elocution, with analysis of poetical pieces; geography, historical and physical; elements of astronomy, and use of terrestrial globe; map; drawing; Latin, French, and drawing-classes; music; arithmetic; writing and book-keeping; mathematics. Sewing and knitting, for girls; home tasks and written exercises daily prescribed.

A course of home reading encouraged; attendance six hours; average ages, 11 to 14; number, 93:

Scripture Lesson.—The subject of the lesson for the day was the types of the offering of Christ, and an account of the offering itself. Appropriate passages of scripture were sought out and readily found by the pupils; then followed an inquiry into the completeness of the atonement, with explanations of the questions in the Assembly's Shorter Catechism bearing on the subject.

St. Mark, iv. 35-41, was read, and a parallel passage found by the pupils. The class sustained a very close examination on the particulars of this miracle.

Arithmetic.—There are classes in the Compound Rules and Reduction, Practice, and Simple Proportion. The principles of these are well understood and readily applied by the pupils. Mental arithmetic is a regular subject of exercise.

Geography.—Answers on Europe and Asia, generally without the map, very good; on the map of North America, good; and that of Palestine excellent, Scripture facts being intimately associated with the names of the localities, and minute questions readily answered.

Grammar and Composition.—Examination on nouns and verbs very fairly sustained; compounds of the root *venio* brought out, and very fairly; those of *cedo* more fully and accurately; spelling good, and with attention to syllabification. Many written exercises; essays in the higher classes, at home on paper, in school on the slate, of both of which I saw very satisfactory specimens. The analysis of a sentence, on the resolution of it into the primary clause, and the various kinds of secondary clauses of which it is composed is excellent.

Latin.—About 50 boys have lately begun Latin, and are in various stages of progress in the acquisition of the elements, or the first book of reading. They are taught in subdivisions, by the masters and some of the students.

French.—An advanced class read fluently in Charles XII., and the more difficult exercises of grammar. A junior class read fables and the easier exercises of grammar. All were exercised from the Idiomatic Phrase Book. The course pursued by the master, and the animation and diligence with which he conducts, is likely to give to a large portion of his pupils the important requisite of readiness, as well as accuracy, in the use of this language.

History.—Lesson for the day, Bruce: Reading and meaning of words very fair; answers on the matter good.

Natural History.—Mr. Armstrong gave an excellent collective lesson on the classes of animals to the pupils of the senior and advanced rooms. I have rarely seen a better exemplification of the power which a master may acquire of gaining the attention of a large number of children to subjects of solid instruction. Alto-

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gether he is a teacher of superior judgment, good scholarship, and great energy.

The following is the table of hours for the advanced room.

DAYS.	9—10.	10—11.	11—11.30.	11.30—12.
Monday . .	Scripture lesson, parables, miracles, harmony, of Gospels.	Arithmetic . .	Geography, with map.	Girls, writing. Boys, natural history.
Tuesday . .	Shorter catechism, Bible history.	Ditto . .	Ditto . . .	Ditto. —
Wednesday .	Bible history, sacred geography.	Mental arithmetic, singing.	Ditto . . .	Ditto, object lesson.
Thursday . .	Shorter catechism, Bible history.	Arithmetic . .	Terrestrial globe, physical geography.	Ditto.
Friday . .	Scripture lessons, sacred geography.	Mental arithmetic, revision.	Revision of geography, without map.	Ditto.
Saturday . .	Shorter catechism, Bible history.	Singing.	" "	" "

DAYS.	12—12.45.	12.45—1.	1—2.	2—3.	3—4.
Monday . .	Girls, sewing. Boys, writing.	Interval .	Etymology, syntax, chronology.	History, with analysis of lesson.	Latin.
Tuesday . .	Ditto . . .	Ditto . .	Ditto, elementary composition.	Elocution, analysis of poetry.	Ditto.
Wednesday .	Ditto . . .	Ditto . .	Etymology, syntax, chronology.	History, with analysis of lesson.	Ditto.
Thursday . .	Ditto . . .	Ditto . .	Syntax, elocution, analysis of poetical pieces.	Composition .	Ditto.
Friday . .	Ditto . . .	Ditto . .	Etymology, syntax, chronology.	History, with analysis of lesson.	" "
Saturday . .	" "	" "	" "	" "	" "

SPECIMENS OF EXAMINATION PAPERS GIVEN AT EXAMINATION OF CANDIDATES FOR ADMISSION TO GENERAL ASSEMBLY'S NORMAL SCHOOL AT EDINBURGH, IN FEBRUARY 1851.

N.B.—The Candidate is not required to Answer all the Questions, on any of the Papers. He will select such as he can best answer, and as will best show the extent of his knowledge. Each Answer must have the number of the Question affixed to it; and the Candidate will write his name at the end of each of the Papers.

RELIGIOUS KNOWLEDGE.

1. Prove from Holy Scripture the personality of the Holy Spirit, and the Godhead of Christ.
2. Quote or refer to passages in Scripture inculcating the virtue of humility.

3. Give instances from the New Testament of private, social, and public prayer.
4. Mention the place and circumstances of Our Saviour's Ascension.
5. Give an outline of what is contained in the Books of Samuel.
6. Mention some of the Miracles performed by *Misha*.
7. Give a general account of that portion of the History of the Israelites which is contained in the Book of Judges.
8. Give an account of the entry of the Children of Israel into the Promised Land.
9. Give an account of the Parable of the Talents, stating the moral, and quoting passages from Scripture enforcing the same moral.
10. Quote or refer to passages in Scripture describing or exhibiting the wisdom of God.

ENGLISH GRAMMAR.

1. Parse syntactically either of the following passages :—
 - (1.) Such a train of reflections, and the belief which it confirms, could alone prevent me from regarding, as sure forebodings, the mournful thoughts that a clear perception of the existing evils of society, and of those which are pressing upon it in dreadful sequence, too frequently and too naturally calls forth.
 - (2.) Know all the good that individuals find,
Or God and Nature meant to mere mankind,
Reason's whole pleasure, all the joys of sense,
Lie in three words, Health, Peace, and Competence ;
But Health consists with Temperance alone ;
And Peace, Oh ! Virtue, Peace is all thy own.
2. Point out all the words of Latin origin in that one of the above passages which you select for parsing ; and substitute, as far as you can, words of Saxon for those of Latin origin.
3. Write out the rules for the agreement and government of the relative pronouns.
4. Construct a sentence to show the use of the subjunctive mood.

GEOGRAPHY.

1. Describe the boundaries of Switzerland, Russia, Sweden, Holland, Arabia and Egypt.
2. Name the countries, in geographical order, which lie in a direct line between Lisbon and St. Petersburg.
3. Describe the rise and course of three of the principal rivers in Asia.
4. Enumerate, in geographical order, the counties on the east coast of Great Britain.
5. Name some of the principal sea-ports in Great Britain, and give a full account of any two of them.
6. Enumerate the principal mountains of Great Britain, and the rivers which flow from them.
7. Assign to their respective counties the following towns :—Leeds, Manchester, Cheltenham, Oxford, Newcastle, Jedburgh, Paisley, Kilmarnock, and Dunbar.
8. Describe the rise and course of the rivers of Palestine.
9. What are the latitude and longitude of any place, and by what means are these ascertained ?
10. What produces the difference in the length of day and night at different seasons ?

ARITHMETIC AND ALGEBRA.

1. Divide 976 by $5\frac{1}{2}$.
2. Find, by Practice, the value of 682 yards, at 17. 3s. 6d. per yard.
3. Find, by Practice, the value of 5 cwt. 1 qr. 19 lbs., at 31. 15s. per cwt.
4. Bought 27 yards for 117., how much may be bought for 337.
5. If 5 men receive 187. 15s. wages for 12 months, what will be the wages of 16 men for 20 months?
6. What is the simple interest of 9007. for 10 months, at 3 per cent.?
7. Lent 257. for 292 days, and received 147. of interest; what was the rate per cent.?
8. Multiply $8\frac{1}{2}$ by $7\frac{1}{4}$.
9. What will be the cost of $8\frac{3}{4}$ yards, when $9\frac{1}{4}$ yards cost $2\frac{1}{4}$ 7.
10. Divide $83\cdot76$ by $\cdot04$.
11. Reduce 5d. to the decimal of a pound sterling.
12. What is the square root of 903?
13. What is the cube root of 93?
1. Divide 1 by $1-x$.
2. Given $3x^2 - 8x = 24x - 5x^2$ to find x .
3. Given the two following equations, find the values of x and y .

$$\frac{x}{9} - \frac{y}{8} = 1;$$

$$\frac{x}{6} + \frac{y}{4} = 12.$$

LATIN.

1. Translate into English either of the following passages:—

- (1.) Erant hae difficultates belli gerendi, quas supra ostendimus; sed multa Cæsarem tamen ad id bellum incitabant: *injuriæ retentorum equitum Romanorum; rebellio facta post deditionem; defectio datis obsidibus; tot civitatum conjuratio; in primis, ne, hac parte neglecta, reliquæ nationes idem sibi licere arbitarentur.* Itaque cum *ligeret*, omnes fere Gallos novis *rebus* studere, et ad bellum mobiliter celeriterque excitari, omnes autem homines natura libertati studere et conditionem servitutis *odisse*, priusquam plures civitates conspirarent, partiendum sibi, ac latius *distribuendum*, exercitum putavit.
- (2.) Vertitur interea cælum, et ruit oceano nox,
Involvens umbrâ magnâ terramque polumque,
Myrmidonumque dolos, fusi per moenia Teucri
Conticuere: sopor fessos complectitur artus.
Et jam argiva phalanx *instructis* navibus ibat
A Tenedo, tacitæ per amica silentiæ lunæ,
Litora nota petens: flammâ cum regia puppis
Extulerat; fatisque deum defensum iniquis,
Inclusos utero Danaos et pinea furtim
Laxat claustra Sinor.

2. Parse and explain the construction of the words printed in italics, in that one of the above passages which you select for translation.

TIME-TABLE FOR MALE STUDENTS; December 1850.

DAYS.	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-4.	6-7.	7-8.30.
Monday.	Bible lesson, in model school.	McCalloch's "Course." Junior classics.	Interval	Mathematics	McCalloch's "Course." Classics.	Junior & senior classics.	Grammar, Rhetology, Geography.	Writing. Book-keeping.	Arithmetic. ——— Mathematics.
Tuesday.	French . . .	McCalloch's "Course." Junior classics.	11.30-12.30. Criticism on lesson, in model school.	Interval	McCalloch's "Course." Classics.	2-2.45. Junior & senior classics.	Grammar, Rhetology, Geography.	Gaelic . . .	Arithmetic. ——— Mathematics.
Wednesday.	Private studies in the classics. ——— Difficulties solved.	History . . .	11-11.30. Interval ——— 11.30-12. Object lessons, in model school.	Mathematics	Exercises returned and prescribed. ——— Astronomical geography. ——— Use of globes.	Junior & senior classics.	Grammar, Rhetology, Geography.	Writing. Book-keeping.	Arithmetic. ——— Mathematics.
Thursday.	French . . .	10-11.30. Bible lesson for Sabbath school explained. ——— Jewish antiquities ———	11.30-12.30. Criticism on lesson, in model school.	Interval	McCalloch's "Course." Senior classics.	2-2.45. Junior & senior classics.	Grammar, Rhetology, Geography.	Gaelic . . .	Arithmetic. ——— Mathematics.
Friday.	Abstracts . . .	Junior classics. Religious instruction.	Interval	Mathematics	Lecture . . .	Junior & senior classics.		Preparation	Arithmetic. ——— Mathematics.
Saturday.	Singing . . .	French . . .	Drawing	Drawing.					
Sunday.	Sabbath school.							Scripture biography.	

TIME-TABLE for FEMALE STUDENTS; December 1850.

DAYS.	9-10.	10-11.	11-1.	12-12'45.	1-2.	2-2'30.	2'30-3'15.	3'15-4.
Monday	Bible lesson, in model school.	10-10'45. McCulloch's "Course."	Religious instruction.	Sewing classes	1-1'30. McCulloch's "Course."	Preparing work for sewing classes.	Writing	Grammar. Etymology. Geography.
Tuesday	French; others in model school.	McCulloch's "Course."	Criticism on lesson, in model school.	Sewing classes	With head master, in model school.	Preparing work for sewing classes.	Arithmetic	Grammar. Etymology. Geography.
Wednesday	Arithmetic	History	11-11'30. Present in model school.	Sewing classes	Themes returned and prescribed.	Preparing work for sewing classes.	Writing	Grammar. Etymology. Geography.
Thursday	French; others in model school.	McCulloch's "Course."	Criticism on lesson, in model school.	Sewing classes	Astronomical geography.			
Friday	Abstracts.	10-11'30. Present in model school.	Present in model school.	Sewing classes	Use of globes. McCulloch's "Course."	Preparing work for sewing classes.	Arithmetic	Grammar. Etymology. Geography.
Saturday	Singing	French	Drawing	Drawing.	Lecture	Shaping. Preparing work for sewing classes.	Arithmetic altered. Preparing work for sewing classes.	

ABSTRACT OF THE COURSE PRESCRIBED FOR NORMAL SCHOOL STUDENTS.

I.—DIRECT INSTRUCTION.

1. *Under the Rector.*—Principles of articulated sound, and of English orthoëpy, explained with a praxis; course of lectures on the history of language, with enlarged views on philology; elements of logic; a course of physical geography; elements of astronomy and the use of the globes; English composition, with several sets of exercises, from dictation upwards to original essays on pedagogy, and other topics occurring in the course of study; elements of universal history; Latin; review of grammar; Mair's Introduction; Cæsar; Virgil; Livy, in class, and private studies, with difficulties explained; Greek grammar; New Testament; *Anabasis*; religious instruction; doctrine; Shorter Catechism minutely gone over; Bible history; characteristics of the sacred writers; Scripture biography; Jewish antiquities (John); examination on passages prescribed for Sabbath School exercises.

2. The head master gives instructions to the male students four hours a-week, from three to four o'clock, in grammar, etymology, and geography; and the second master gives a similar course to the females.

The second master also conducts the writing and book-keeping of the male students, and the third master the writing and arithmetic of the females. The mathematical tutor instructs the male students in arithmetic and mathematics, from 7 to 8½ o'clock in the evening. The hours for French, Gaelic, music, and drawing, under the masters for these branches, and those of the female students for industrial work under the matron, appear in the time tables.

II.—PROFESSIONAL TRAINING.

1. Teaching, as a science is expounded by the Rector in a course of twenty lectures, of which a syllabus is appended to Mr. Gordon's Report on this seminary in 1846.

2. As an art, the students have an opportunity, as spectators, of seeing it practised by the masters in the several departments of the model school. They are next entrusted with the charge of a class, and, as they advance, have a turn in the different rooms by regular monthly rotation, being thus, practically engaged as teachers from four and a-half to six and eight hours in the week. Twice in the week a class is taught by a student, in the presence of the rest, who take notes, and freely criticise whatever has occurred to them as worthy of note.

Of this extensive course of instruction and training I have seen but a few specimens; and these the space within which I was instructed to limit my Report obliges me now to characterize very briefly.

I. Direct Instruction:—

Milton.—A passage from this poet was well read, and gave scope for a good specimen of the higher dramatical and philological analysis, and remarks on the metaphorical use of words.

Use of the Globes.—A lecture giving an exposition of the principles on which various problems are solved, and of the modes of determining latitude and longitude.

Composition.—Critical review of a set of exercises, and remarks on the adaptation of style. The different series of exercises are written in uniform sets of books, which are kept for reference.

General History.—Portion selected, Persia in the struggle with Greece. Answers very fair.

Latin.—Book V. of Virgil's *Æneid* professed. Most of the students succeeded in translating the portion allotted to them. There is a junior division at grammar and Cæsar; heard only partially.

Greek.—Some sentences in the New Testament, and the Anabasis within the profession; parsing good. I was invited to examine in the classics with more minuteness than the arrangement of hours at that time admitted; so this I have been obliged to defer till a future occasion.

Catechism.—A large portion of the Assembly's Shorter Catechism, with much minuteness. Many important remarks and good answering on the part of the students.

All the above subjects were in the Rector's course of instruction.

Criticism on Lesson in Model School.—In presence of the Rector and assembled students, a student taught a class in the "Series of Lessons," for half an hour. The students took notes of whatever occurred to them as being of any importance in a professional point of view. When the class retired, a series of very pointed criticisms were delivered, several of them implying a very considerable knowledge in detail of the various merits and defects by which different teachers are characterized. The Rector summed up with some observations on the merits both of the lesson, as given, and on the learners' criticisms upon it. This exercise takes place twice a week, and embraces, in regular order, all the ordinary subjects of tuition, secular and religious.

Mathematics and Arithmetic.—These are taught to the male students by the mathematical tutor. A considerable portion of the earlier part of the session is devoted to a course of arithmetic, which is chiefly explanatory, and nothing can be more admirable than the clearness by which first principles are unfolded, and the manner in which they are illustrated. As the session advances, this gives place to a course of algebra. In geometry the class had advanced, at the time of my visit, to about the middle of the Second Book of Euclid. There had been no revise of the First, and with some allowance for this, the appearance made by most of the students was highly creditable.

Gælic.—A portion of Ossian was translated with much readiness. The parts of speech were known, but the parsing was otherwise

not minute, as the course of grammatical study was only in progress.

I think it would be of no small importance to call the attention of Highland students to many regular and strongly-marked idiomatic differences between the Gaelic and the English, which they are naturally apt to transfer from the former to the latter, and afford a ground of objection to the study of Gaelic which it would be most easy to remove.

Drawing.—Some excellent specimens of drawing from copy, in various stages. Models to be introduced without delay.

Music.—There is a much fuller attendance of the students now than formerly, at Mr. Elphinstone's class for instruction in the principles of music, and for practice in singing from the notes in parts. From the ability of the teacher, I anticipate that the next general examination for certificates of merit will show a marked improvement in this important branch.

The best methods of teaching the various elementary rules of arithmetic,—one of the Rector's course of lectures on teaching, as a science, which showed much careful research on his part, and was listened to with great attention by the students, most of whom appeared to be employed in taking notes.

In teaching in the model school, the students appear to receive much individual attention from the several masters, and the Rector observes great regularity in visiting the rooms at the stated times.

In concluding this Report on the Normal schools, I must observe that there are a few practical points in which I think the model schools may be susceptible of still further improvement, but I have not yet seen enough of them to warrant me in offering a decided opinion in regard to them.

In the training-schools, if due allowance be made for the condition in which most of the students come forward, the time that they remain, and the smallness of the staff appointed for their especial instruction, the effect produced is not merely great, it is wonderful. It may be accounted for in part by the earnestness with which many of the young men, keeping their limited time, and the object to be gained, steadily in view, apply themselves to the work of their own improvement; however this may be, the greatness of the result is shown by the number of normal school students that annually pass the examination for certificates of merit, although they rank generally in the third class, and the corresponding amount of success which has lately been attained by the teachers in the schools of the General Assembly of the Church of Scotland, most of whom have received not merely their professional training, but their education in the normal schools. On the other hand, these results are far below what might be secured by the aid of other machinery already existing in Scotland, and most easy to be brought into operation.

The Universities of Scotland, as the circumstances of the

middle classes required, are very generally accessible, whether regard be had to the ordinary amount of preliminary education (which may be allowed to be too little), the length of the course, or the necessary pecuniary outlay.

There are bursaries or exhibitions at all the colleges, many of which are sufficient without other means to maintain a student during the session or term. A large proportion of these are open to the public, and are awarded by comparative trial, in attainments which may be acquired at the parish or other elementary schools.

Now, if, after the pressing demand for teachers, occasioned by the increased number of schools, has been for the present supplied, those looking forward to appointments in our endowed schools were required to resort to the colleges for their higher qualifications in literature and science, and then to the normal schools, not for direct instruction, but for professional training as their chief object, with an arrangement especially made for the reception of such a class, Scotland would be in the full enjoyment of machinery for the improvement of her schools, and for a continued supply of teachers, which, if it is anywhere equalled, would certainly not be surpassed by any in the world.

The following is a statement of the staff of teachers; for the number of students attending the two normal schools, and of the children in the two model schools; from 1847 till 1850 inclusive:—

Staff in Edinburgh Normal School, during the years 1847, 1848, 1849, and 1850.

Rector.	Teacher of Gaelic.
First Master.	Teacher of French.
Second Master.	Teacher of Drawing.
Third Master.	Teacher of Psalmody.
Mathematical Tutor.	Matron.

In 1847 there were 123 students and 540 pupils.

1848	133	450
1849	132	400
1850	152	380

Staff in Glasgow Normal School, during 1847.

Head Master.	Infant Female Teacher.
Second Master.	Music Master.
Matron.	Janitor.
Initiatory Master.	

1848.

Head Master.	Infant Female Teacher.
Second Master.	Mathematical Tutor.
Matron.	Music Master.
Initiatory Master.	Janitor.

1849 and 1850.

Rector.	Infant Female Teacher.
Head Master.	Mathematical Tutor.
Second Master.	Music Master.
Matron.	Janitor.
Initiatory Master.	

In 1847 there were 40 students and 320 pupils.

" 1848	"	20	"	500	"
" 1849	"	22	"	520	"
" 1850	"	55	"	500	"

The following is a statement of the income and expenditure of the Edinburgh Normal School, for the corresponding years:—

INCOME.

I.—For the Year 1847.

	£.	s.	d.
Government Grant . . .	500	0	0
General Assembly's Sub- scription	500	0	0
Fees	174	5	0
	£1,174	5	0

II.—For the Year 1848.

Government Grant . . .	500	0	0
General Assembly's Sub- scription	500	0	0
Fees	173	9	4
From General Assembly's Education Fund	330	0	2
	£1,503	9	6

III.—For the Year 1849.

Government Grant . . .	500	0	0
General Assembly's Sub- scription	500	0	0
Fees	224	0	10
From General Assembly's Education Fund	143	19	5
	£1,368	0	3

IV.—For the Year 1850.

Government Grant . . .	500	0	0
General Assembly's Sub- scription	500	0	0
Fees	280	1	0
From General Assembly's Education Fund	0	13	3
	£1,280	14	3

EXPENDITURE.

I.—For the Year 1847.

	£.	s.	d.
1. Salaries	394	13	3
2. Books and maps . . .	44	7	1
3. Provisions, coals &c. .	394	14	11
4. Repairs	82	16	0
5. Taxes and insurance .	18	5	0
6. Printing and advertising	34	8	9
7. Incidents	5	0	0
	£1,174	5	0

II.—For the Year 1848.

1. Salaries	607	15	3
2. Household expenses .	549	13	5
3. Coals, &c.	59	5	10
4. Repairs and furnishings	215	7	10
5. Printing and advertising	39	0	11
6. Grant for library . .	15	0	0
7. Taxes and insurance .	15	8	9
8. Books	1	17	6
	£1,503	9	6

III.—For the Year 1849.

1. Salaries	609	9	0
2. Household expenses .	339	4	0
3. Disbursements by rector	20	8	11
4. Coals and gas	50	14	1
5. Taxes and insurance .	18	5	0
6. Repairs and furnishings	187	6	3
7. Printing and advertising	25	8	0
8. Grant for library . .	10	0	0
9. Books	47	5	0
	£1,368	0	3

IV.—For the Year 1850.

1. Salaries	692	10	0
2. Household expenses .	318	1	3
3. Disbursement by rector	25	9	11
4. Taxes and insurance .	40	5	3
5. Coals and gas	48	1	9
6. Repairs and furnishings	100	3	9
7. Printing and advertising	11	2	10
8. Grant to library . . .	10	0	0
9. Books	24	19	6
10. Allowance to head master for travel- ling expenses	10	0	0
	£1,280	14	3

INDUSTRIAL SCHOOLS.

I had the honor to receive your Lordships' instructions, when I go to inspect the Edinburgh United Industrial School, on account of the apprenticeship of pupil-teachers in it, and the augmentation of the master's salary, to extend my inquiries into the industrial department of it, and to report on the propriety of granting the further aid which has been sought.

I was further instructed to visit, at the request of the managers, some industrial schools in Aberdeen, not otherwise on my list, so far as my other duties there might allow; these I visited, and also, at the request of the sheriff of Perth, those in the Hospital of King James V., in that city.

I have thus inspected seven schools of the class described in the Minutes of Council, of August and December 1846, as "*schools situated in the denser parts of great cities, and intended to attract from the streets vagrant youths, who are there trained to criminal pursuits, or accustomed to begging and vagrancy.*" These schools, more especially that of Edinburgh, have been separately reported on, in respect to book education. But I may here notice a feature which was common to them all, viz., the advanced age at which many of the children, as compared with those in happier circumstances, began to learn the letters, and the shortness of the time within which most of them acquired the faculty of reading with ease, fluency, and expression. This is not, however, to be attributed to the mere fact of age, leading, as that would do, to an erroneous conclusion, but to the constant exercise of their observation and ingenuity in their previous street life.

I have now to submit a few brief observations on the industrial department of each of these schools.

Edinburgh United Industrial School.—Before making my official visit to this school, I had gone there from time to time, in passing, to see the children at work. I obtained specimens of what they were doing, with the age of the little operatives, and the time that they had been thus employed. These specimens I submitted to persons on whose judgment in the different departments, and on whose candour, I could place implicit reliance; and I had the satisfaction to find that only one opinion prevailed, viz., that, while the work was undoubtedly all juvenile, it would have been creditable to regular apprentices of the same age.

The branches taught to the boys are tailoring, shoemaking, joinery, turning, and bookbinding. All the boys are taught to use the needle, in the first instance, to the extent of mending their own clothes; and it is afterwards decided whether they remain in this department or join one of the others, a large proportion of them being exercised in the use of the more common tools in the joiner's shop.

I understand, further, that boys going from this institution, to

workshops in the town, get from a sixpence to a shilling a week, making a third more of wages to begin with than if they had not thus been initiated.

There are about 50 girls under the charge of a sewing-mistress, who teaches them all kinds of useful needle-work. They make their own clothes and stockings, and also shirts and stockings for the boys. Various other kinds of work are done, such as netting, and, in some few cases, crochet and lace-work. I obtained a sampler book of these, with the ages of the girls attached to the different pieces. They go in turn by sixes daily, to assist in the kitchen, to lay out the table, and generally to do whatever will prepare them to be active and useful house-servants; and those girls are so readily taken out to service that the mistress complains that she cannot get one of them retained sufficiently long to be of material use to her in training the rest.

It would be of the greatest importance to schools of this class, if any provision could be made for maintaining a succession of stipendiary monitors for a shorter period individually than in the case of other schools. The shortening of the period would remove the objection that the monitors would be thus kept from entering upon other profitable service without any corresponding advantage to themselves, and the more frequent prospect of promotion to this office would act as a powerful stimulus to good conduct on the part of the more advanced class generally. When this school was opened in July 1847, the average number of children who attended, and received food, education, and industrial training, was 100. The number at the time of my visit was 147, and has since been increased. Of these, 45 are paid for by benevolent individuals at 1s. 3d. per week. The distribution of the business and hours of the day is as follows:—The children meet at 9, to breakfast, after which they turn out to the playground for phy, or to the hall for drill, till 10. At 10, they meet for prayers and special religious instruction; the Protestant children in one of the school-rooms, under the Protestant master; and the Roman Catholic children in another, under the Roman Catholic master. This occupies the hour fully; and after this there is no further special or doctrinal religious instruction, whatever opportunities may be made during the secular lesson to inculcate moral and Christian duties.

I am authorised by the minister of the parish to whose church the Protestant children belong, and who occasionally visits the school parochially, to state that he is entirely satisfied with the kind and the amount of the religious instruction which these children receive. I received a similar statement in regard to the Roman Catholic children, from the clergymen of that persuasion who take an interest in the school. I did not find a child in either division who could not say the Lord's Prayer. From 11 to 1 o'clock the junior division goes to lessons, and the senior to their trades and

industrial training. At 1 o'clock all the boys meet in the large hall, when they are drilled by the Superintendent of Works, and marched down to dinner.

Number of boys in book-binding	10
shoe-making	11
joinery and turning	8
tailoring	20
net-making	20
Total	69
Number of girls present	41
absent	9
of boys	97
Total	147

Of these, 45 are paid for by benevolent individuals.

The Superintendent of Works is a man in every way admirably fitted for the duties which he has undertaken. His previous life has strongly impressed him with the necessity of constantly maintaining the strict order and regularity which such an institution requires. He has a very practical knowledge of all the ordinary kinds of industrial occupation, and he has devoted himself enthusiastically to the object of reclaiming the children under his charge.

This is the only institution of the kind which I have visited, in which skilled manual labour has been introduced. One particular reason which has been assigned for this is, that, with the view of finally reclaiming these children, some employment for their ingenuity is important, if not necessary, as a substitute for the interest incident to the early life of adventure which the majority of them have led.

The leading occupation in most of the other schools is sewing and net-making, as has been noticed in the individual account of them given in the tabulated part of this Report.

Perth Industrial Schools, Boys' and Girls.—Thirty-six boys, and as many girls, are here fed, clothed, educated, and trained to habits of industry, almost every one of whom would otherwise have been left to grow up in destitution, ignorance, and crime. Service is generally obtained for them as soon as they are ready for it, and the accounts of them which the managers receive are generally very satisfactory.

Aberdeen Boys' Industrial School.

„ *Juvenile Boys' Industrial School.*

„ *Juvenile Girls' Industrial School.*

„ *Shaw's-Court Girls' Industrial School.*

These institutions are all admirably managed, and demonstrably attended with the most beneficial results. At a public meeting

for the examination of the Shaw's-court girls' school, there were present a number of servants who had been trained in it; and nothing could be more gratifying than the delight and interest with which they looked on, and which they could not refrain from expressing. This manifestation proved their just and grateful appreciation of what had been done for themselves, and was now in the course of being done for others.

It was in Aberdeen that the ragged-schools of Scotland originated; and the following statistics will show how far they have been successful in accomplishing the object for which they were instituted.

The following tables exhibit the number of juvenile *vagrants* apprehended by the Aberdeen rural police, during the four years prior to 1845, and the four years subsequent to that date:—

Years.	Number.	Years.	Number.
1841	328	1846	14
1842	297	1847	6
1843	397	1848	6
1844	345	1849	1
1845	105		

And the number of juvenile *delinquents*, under 12 years, committed to prison during the same period:—

Years.	Number.	Years.	Number.
1841	61	1846	28
1842	22	1847	27
1843	53	1848	19
1844	41	1849	16
1845	49		

These figures demonstrate that some great agency has been at work, and they go far to predict that, if carried fully out, juvenile delinquency and vagrancy will speedily disappear.

I have the honor to be, &c.,

EDWARD WOODFORD.

To the Right Honorable the Lords of the
Committee of Council on Education.

SUMMARY A.

* * The results given—being those of actual inspection only, between 1 November, 1849, and

143	17,515	12,858	11,757	32	176	Per Centage* of Children learning											
						Algebra.	Mensuration.	Geometry.	Linear Drawing.	Vocal Music from Notes.	History.	Geography.	Grammar.	To Sew or Knit.	Arithmetic		
															Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.
						1.4	2.13	1.68	2.28	9.63	22.09	42.13	36.89	14.48	6.5	8.06	12.04

* Taken on Number

SUMMARY B.

Aggregate Annual Income, as stated by Managers.				
From Local Endowment.	From Local Subscriptions.	From Local Collections.	From School-pence.	From other Sources.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
2,887 12 5½	2,067 1 4½	712 12 6	5,069 16 3	1,781 0 6½

SUMMARY A.

1 November, 1850,—must not be taken as a complete account of the Schools under Inspection in Scotland.

as far as			Per Centage* of Children								Per Centage of children Aged								
			Writing				Reading				7	8	9	10	11	12	13	14	
			On Paper.		On Slates.		Books of General Information.	Holy Scriptures.	Easy Narratives.	Letters and Monosyllables.									
Division.	Addition.	Numeration or Notation.	Abstracts of Composition.	From Copies.	Abstracts of Composition.	From Dictation or Memory.					From Copies.								
10·23	13·53	8·51	9·41	52·5	7·36	15·83	16·33	46·48	60·67	22·46	20·84	33·73	16·41	17·5	16·85	15·14	12·62	7·55	6·92

present at Examination.

SUMMARY B.

Aggregate Annual Expenditure, as stated by Managers.				
TOTAL.	Salaries of Teachers.	On Books and Stationery.	Miscellaneous Expenses.	TOTAL.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
12,675 13 2	8,555 12 1½	462 5 1	1,963 0 1½	12,375 9 0½

SCOTLAND.

SCHOOLS IN CONNEXION WITH THE ESTABLISHED CHURCH.

*Tubulated Reports, in detail, for the year 1850, by E. WOODFORD, Esq.
LL.D., Her Majesty's Inspector of Schools, &c.*

THE following SEVENTEEN SCHOOLS were examined, and individually reported upon, by Mr. GORDON, after the list was closed for his last General Report.

NAME OF SCHOOL.	Date of Inspection.
	1849.
1. Aberdeen, East, Parish Sessional School . . . Girls'	22 Oct.
2. Aberdeen, Female School of Industry	23 Oct.
3. Dundee, Female Sessional School	25 Oct.
4. Inverbrothock, Sessional School	27 Oct.
5. Aberdeen, Female Orphans' Asylum	29 Oct.
6. Belhelvie, Parish School	30 Oct.
7. Aberdeen, South, Parish Sessional School	31 Oct.
8. Whitestripes, Assembly's School	1 Nov.
9. New Machar, Parish School	2 Nov.
10. Peterculter, Parish School	3 Nov.
11. Perth, Middle Parish Sessional School	9 Nov.
12. Ratho, Female School	16 Nov.
13. Burntisland	23 Nov.
14. United Industrial School, Edinburgh	29 Nov.
15. Newton Pencaitland, Subscription School	4 Dec.
16. Ceres, Parish School	8 Dec.
17. Tullialaw, Parish School	15 Dec.

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., L.L.D.—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Admitted within last 12 Months.	Attendance in ordinary.	
36. Lauder (Parochial), Boys	1850. 18 Apr.	88	41	59	1. Good. 2. Chemical apparatus, and mineral specimens presented by the Earl of Lauderdale. 3. Good; two apprentices since visit. 4. Good. 5. The ordinary. 6. Otherwise well qualified, he is superior as a writer; he is criticised. 7. This school has to contend with as of position, which, it is alleged, was raised purely from motives of Church dissent. School-house good.
37. Ceres (Parochial), Boys	1 May	135	203	133	1. All good. 2. Maps. 3. Very good; three apprenticed since visit. 4. Good. 5. Ordinary. 6. Very energetic. School-house excellent.
38. Collesie (Parochial), Boys	15 May	37	10	65	1. Excellent. 2. Excellent maps. 3. Good; one apprenticed since visit. 4. Good. 5. Good. 6. The old incumbent is in his dotage; the assistant, Mr. Bisset, who expects to succeed, appears to give great satisfaction. 7. There is an excellent new school-house, with well-arranged offices and a play ground.
39. Falkland (Parochial), Boys	"	113	32	201	1. Much decayed, but a new school-house, of a very superior order (cost about £3000), will be ready to go into in about half a year. 2. Good maps and a large number of prints illustrative of natural history; the books are the property of the pupils, and some of them not in good repair. 3. It appears to be as good as the present school accommodation would easily admit of; three apprenticed since visit. 4. Good and easily preserved. 5. Generally those now most approved of; in teaching geography, he connects much historical and statistical information with the topography. 6. He is well-informed and understands the value of giving his pupils clear views of what they are engaged in; his teaching is quiet and continuous, and without much external appearance of exertion; perhaps a little more of this latter quality might, by its example, rouse the pupils to greater activity. 7. The daily attendance at this school is small for the number on the roll; on inquiry into the cause of this I was given to understand that, though the grandmasters of the present children had a very different opinion about the education of their children. The term of weekly payment of school fees was £d consequent of weekly engagements for attendance at school, prevails; if a child is absent on a Monday, or if he be foreseen that the week will be a broken one, from any cause, he is kept away for the whole of it, more value being attached to some fraction of two or three pence, which would be held to be an over-payment, than to the injury that is thus done to the children; not only retarding their improvement, but inducing habits of irregularity. The gradual increase of attendance shows that the present master has been contending successfully against the evil; his efforts are supported by the clergyman and some other individuals in the parish. School-house excellent.
40. Monimail (Subscription), Boys	16 May	41	13	46	1. Sufficient. 2. A fair supply of maps. 3. Very fair; two apprentices. 4. Good. 5. Usual. 6. Has good abilities. School-house fair.
41. Dunbog (Parochial), Boys	"	43	11	65	1. Very good. 2. Apparatus, models, illustrations, and specimens, very good; 3. Good; one apprenticed since visit. 4. Good. 5. Good. 6. Superior; he is very happy in his modes of communicating knowledge in physical sciences; has attended college. 7. A considerable proportion of scholars are the children of ploughmen, who often change their place of service, so that the appearance of the school is below what it would otherwise be. The school and master's house nearly new, well-arranged, and comfortable.

42. Edinburgh (United Industrial)	25 May	126	70	103	132	Sufficient. 2. A good supply of books, some a lithional maps recommended. 3. Excellent; two apprentices. 4. Very good and suitable. 5. Individual and simultaneous. 6. One of the masters is certificated, and the other is coming forward to the general examination. School-house fair.
43. Kinnaid (Endowed, Girls)	10 June	88	37	33	83	1. Only one desk, at which five in succession are continually writing; no room for more; forms sufficient. 2. Several maps, no other apparatus. 3. As good as the limited space will allow. 4. Confinement. additional tasks, &c. 5. Monitorial in preparing the class for the mistress; mutual questioning carried on with great animation and good effect. 6. She is a teacher of superior skill, active energy, and success; certificated. 7. The school-room is large enough for the original purpose, the education of the female children of the colliers on the property, but it is too small for the numbers that the teacher has drawn from the neighbourhood generally; Mrs. Bruce, of Kinnaid, contemplates building a new school.
44. Glasgow, St. Paul's, (Sessional)	14 June	105	30	160	125	1. Good. 2. A fair supply of books and maps. 3. Very good. 4. It appeared to me that it might be maintained with less apparent austerity. 5. Individual answering alternately from top and bottom of the class, so managed as to keep the attention of all. 6. He is well qualified, in point of attainments and capacity, as a teacher. 7. The school is in a very important locality. School-house good.
45. Mussaburgh (Female Subscription)	24 June	60	23	49	80	1. Sufficient. 2. A fair supply of maps and books. 3. Good; one apprenticed since visit. 4. Fair to good. 5. Simultaneous, individual, and monitorial. 6. She has not been examined for a certificate of merit and appears to be careful and industrious in the discharge of her duty. 7. The school is supported by a society of ladies, who manage its affairs and are responsible for its debts. School-house fair.
46. Cramond (Parochial, Boys)	8 July	84	10	70	93	1. Sufficient. 2. A supply of maps. 3. As good as the space will allow; one apprenticed since visit. 4. Good. 5. Nothing peculiar except the extempore composition mentioned below. 6. A young man of good ability, extensive acquirements, great industry, and success as a teacher, he is certificated. 7. Senior classes write essays extempore upon given subjects, and have acquired great readiness of expression. School-house good.
47. Cramond (Subscription, Girls)	"	47	16	30	50	1. Sufficient. 2. Good. 3. Good. 4. Good. 5. The ordinary, very fairly worked; monitorial with the classes, rehearsed by the mistress. 6. The mistress is very collected in giving a lesson, and her questions flow easily in a natural series; arithmetic and grammar are not her strongest points; she is certificated. 7. The state of the school is said in the certificate to be very satisfactory, but in this some allowance was made for the limited time the mistress has been in it, and the recent entrance of a considerable number of the pupils. School-house excellent.
48. Edinburgh, St. Mary's, (Sessional, Boys)	9 July	135	20	102	130	1. Very good. 2. Useful supply of maps. 3. 4. Amendment promised; two apprentices and one since visit. 5. Individual, simultaneous, and monitorial. 6. Appears to be very acceptable to his employers and the managers, the latter see room for the amendment pointed out above; he is certificated. 7. Mutual questioning in history, grammar, and other subjects, carried on with animation. School-house excellent.
49. Edinburgh, St. George's, (Sessional, Boys)	"	192	6	20	200	1. Very good. 2. Maps and globes. 3. Excellent. 4. Good. 5. Monitorial in part, the classes being re-heard by the master. 6. The head master is a very superior teacher, and he is to be responsible for the training of the apprentices; the mistress is in charge of the individual department, and conducts some of the junior English classes. 7. Map drawing is very general and very good; there is a small museum. School-house good.
50. Dunfermline, Golfrum, (Endowed, Boys)	10 July	171	10	30	182	1. Excellent. 2. A case of maps, set of school lessons. 3. Good; two apprentices and one since visit. 4. Good. 5. Ordinary, well worked, monitorial in part. 6. Active, judicious, well thought of in the place; he is certificated. 7. Good singing by the car. School-house excellent.
51. Culross (Parochial, Boys)	11 July	70	17	11	86	1. Sufficient. 2. A better black-board recommended. 3. Maps, a moderate supply. 4. Fair, for so small a place; two apprentices. 5. Good. 6. The ordinary; there is little occasion for the simultaneous. 7. Of good ability; he is certificated. 7. The school-house and the attendance appeared to me small for the operation of a master and two assistant apprentices, and the proficiency of the pupils might be greater with such a supply of teachers; the want of room must be a hindrance.

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., L.C.D.—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
52. Kirkcaldy, Burgh, Boys.	1850. 12 July	269	70	30	280	1. All in good condition. 2. Fine set of maps and a large globe. 3. Very good; eight apprentices. 4. Very firm. 5. The ordinary well worked; two assistants and the pupil-teachers so to supercede the monitorial. 6. Mr. Lockhart is a teacher of more than ordinary energy, alertness, and success. 7. The school buildings are most commodious and an improvement to the place.
53. Dysart, Burgh.	13 July	440	20	100	140	1. Sufficient and in good condition. 2. A globe and maps. 3. Good. 4. Good. 5. Monitorial in part; the classes rehearse the master. 6. Well-informed, good sense; rather a nervous anxiety about the appearance of his pupils. 7. Analysis of a sentence well managed; Latin and French well taught; girls learn geometry. School-house good.
54. Soomie (Parochial), Boys.	15 July	179	49	56	174	1. The desks and forms old and decayed, and the floor much in need of repair. 2. A good set of maps purchased by the master. 3. Good; two apprentices. 4. Good and easily maintained. 5. The ordinary well worked. 6. This is a man of superior attainments and capacity as a teacher. 7. Etymological meanings well brought out; mental arithmetic admirable. The school-house is old, and too small for the crowded attendance. The principal teacher is a dissenter, and has, I understand, resisted any proposals on the part of the others towards improvement.
55. Kilconquhar (Parochial), Boys.	16 July	98	40	35	110	1. Sufficient. 2. A good set of maps. 3. Good; two apprentices. 4. Good. 5. The ordinary well worked; monitorial in part. 6. Has long maintained a high character in the district as a judicious and successful teacher. 7. Greek and Latin well taught. School-house good.
56. Perth (Subscription), Infants.	17 July	110	40	45	110	1. Excellent. 2. A fair supply of maps, table lessons, print objects, and books. 3. Very good; two apprentices and two since visit. 4. Good and easily maintained. 5. Chiefly simultaneous; one child stands out to be put down by the rest individually. 6. Well qualified to conduct an infant school. 7. School-house excellent.
57. Perth (Industrial Subscription), Girls.	17 July	36	.	.	36	I visited the Perth School of Industry in the hospital by invitation. Attendance 36. The reading of the Bible, arithmetic, and writing very good, particularly the reading. The work, sewing or knitting is accompanied by singing. The children have meat daily to dinner. Mrs. Wilson appears a superior person, intelligent, and energetic. School-house good.
58. Perth (National), Watergate (Subscription).	19 July	220	25	250	220	1. Good. 2. A fair supply. 3. Good; five apprenticed since visit. 4. Good. 5. Individual and simultaneous. 6. Intelligent, active, and successful. 7. Linear and map drawing well taught. Visited at the time of the annual public examination. School-house good.
59. Perth (National), New-row (Subscription).	"	223	30	260	230	1. Good. 2. A fair supply of books and maps. 3. Good; five apprenticed since visit. 4. Good. 5. Simultaneous and individual. 6. Well qualified and active. 7. Map drawing good. Visited at the time of the annual public examination. School-house good.
60. Perth (Industrial Subscription), Boys.	19 July	36	.	.	36	From 34 to 36 boys are provided for in this school. Their reading is very fair; they turn up passages in the Bible upon any given subject with great readiness, are expert in adding money mentally, and know the map of Europe generally very

62. Du keld (Burgh), Boys	22 July	68	9	30	92	1. Good. 2. A fair supply of books and maps. 3. Good; three apprentices. 4. Good. 5. Individual, simultaneous, and monitorial. 6. I have a very favourable opinion of his qualifications as a teacher, which he is still labouring to improve. He is certificated. 7. Good recitations; familiarity with the Assembly's Shorter Catechism. School-house good.
63. Brechin (Parochial), Boys	24 July	161	32	212	180	1. Good. 2. A fair supply of books and maps; a large globe (30 inches diameter). 3. Very fair; two apprentices. 4. Very fair. 5. Partly monitorial; sometimes the simultaneous, but more frequently the individual, mode of answering is taken. 6. He is a man of good ability and well informed; he should be more successful. 7. I understand from the master that many people in that district send their children only for one or two quarters in the year. School-house good.
64. Dundee (General Sessional), Boys	26 July	431	256	320	399	1. Very good. 2. A supply of good maps; pupils well supplied with books. 3. Good; four apprentices. 4. Good. 5. Simultaneous and individual. 6. Active; successful as a teacher; he is certificated. 7. The school-house forms part of a large and handsome building erected by Lord Panmure for the accommodation of several schools.
65. " " Girls	" "	353	30	63	150	1. Sufficient. 2. A sufficient supply of books and maps. 3. Very good; 12 apprentices. 4. Very good. 5. Good, and well worked. 6. Energetic, diligent, and successful; he is certificated. 7. The dimensions of the school-house have been given as if it were one half; but there are several partitions in it. This is a most important school to Panmure. School-house good.
66. St. Andrew's (Endowed), Infants	27 July	84	116	84	116	1. Good. 2. A fair supply. 3. Good; two apprentices. 4. Good. 5. Simultaneous and individual. 6. Highly qualified, and aided by a good assistant; she is certificated. 7. School-house neat, clean, and well ventilated, but too small for the numbers.
67. Dundee, Rosebank (Sessional), Boys	26 July	260	56	334	293	1. Excellent. 2. Numerous prints containing subjects of lessons, balls for counting, &c. 3. Good. 4. Very judicious. 5. Those usual in schools of the kind; after a short exercise on a subject a song is introduced, commonly on the subject of the lesson. 6. Intelligent, earnest, and careful; she is certificated. 7. A superior school-house and playground, with shrubbery, &c.
68. " " Girls	" "	192	20	180	180	1. Good. 2. Sufficient supply of books and maps. 3. Good; three apprentices. 4. Good. 5. Individual and simultaneous. 6. Earnest, and appears to give general satisfaction; he is certificated. 7. School accommodation too small for the numbers.
69. Tulliallan (Parochial), Boys	29 July	105	6	20	144	1. Good. 2. Sufficient. 3. Sufficient; three apprentices. 4. Good. 6. He is only reading and spelling of junior classes; teaches sewing and knitting to all the girls. 7. School accommodation too small for the numbers.
70. Tullibody (Subscription), Boys	29 July	150	40	50	163	1. Good. 2. A good supply of maps and books. 3. Excellent; three apprentices. 5. Simultaneous and individual. 6. He is a man of good attainments and a spirited teacher. School-house good.
71. Alva (Subscription), Boys	" "	86	40	133	78	1. Sufficient for the accommodation. 2. Excellent map. 3. Good; two apprentices. 4. Good. 5. Ordinary. 6. He is industrious and successful. 7. The accommodation is not sufficient. I believe that a notice to this effect from the Council-office would secure the necessary enlargement; it could be easily effected.
72. Edin (Canon Sessional), Girls	1 Aug.	47	25	101	75	1. Good. 2. Fair supply. 3. Very good. 4. Very good. 5. Simultaneous and individual. 6. Intelligent and active. 7. There is a considerable number of children in this school who do not learn the Assembly's Shorter Catechism; and in consequence of this, I understand, those who do possess the Catechism are less perfect than is usual in it, the classes having to be broken up for doctrinal instruction. School-house good.
						1. Good. 2. A few small maps; others to be got: a fair supply of books. 3. Good; six apprenticed since visit. 4. Very good, and easily maintained. 5. Individual, simultaneous, and monitorial. 6. She is highly qualified in point of attainments, and teaches with much animation, industry, and success; she is certificated. 7. This school is of great value to the locality. School-house good.

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., LL.D.—continued.

NAME of School.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	Attendance.	
73. Denny (Parochial), Boys.	1850. 2 Aug.	116	24	150	126	1. Fair. 2. Fair supply of maps. 3. Good; one apprentice. 4. Good. 5. The ordinary, well worked. 6. Shows a great desire for improvement; a little apt to become nervous before visitors. School-house fair.
74. Kilsyth (Subscription), Girls.	3 Aug.	114	50	200	82	1. Very good. 2. Only one small map of Europe; other maps to be got. 3. Very good. 4. Very good. 5. Nothing peculiar. 6. She is well suited to the school, and appears to give much satisfaction; she is certificated. 7. This school was instituted by Sir Archibald Edmonstone for the female children of the manufacturing population of the place. His lady takes great interest in it, visits it often, and is anxious to have the attention of the girls directed to the useful chiefly, rather than the ornamental, in sewing and knitting. School-house good.
75. Ardrossan (Sessional), Boys.	6 Aug.	101	43	150	89	1. Very good. 2. A fair supply of books and maps. 3. Very fair; the present master has not been long here; two apprentices since visit. 4. Good. 5. Simultaneous, individual, monitorial. 6. Appears to be very acceptable in the place. 7. Past the usual time of dismissal for holidays. Many of the senior pupils left. School-house good.
76. Cupar, Marjorie Adamson, (Endowed).	7 Aug.	199	68	112	155	1. Very good. 2. Maps, globes, chemical and other apparatus; a fair supply of books. 3. Very good; seven apprentices. 4. Very good. 5. All the m st improved; well worked; monitorial, simultaneous, and individual. 6. There are four masters in this school—two for English; one for writing, arithmetic, and mathematics; and one for classics. The pupil-teachers are apprenticed to the English masters (so many to each), and they go to the other masters for the other branches. 7. This is a superior school; while several of the pupil-teachers have made progress in mathematics, they appear comparatively inferior in arithmetic. By the arrangements, the masters to whom the pupil-teachers are apprenticed do not teach arithmetic. Simply to call attention to the arithmetic would be sufficient.
77. Monteth (Parochial), Boys.	9 Aug.	36	30	67	45	1. Efficient. 2. Good maps; a fair supply of books. 3. Very fair; one apprenticed since visit. 4. Very fair. 5. Chiefly individual. 6. If he is not already competent he is quite able to become so. 7. I expected this school to make a better appearance; but I have reason to anticipate improvement. There is, however, nothing either in the master or in the school, as compared with many others, to forbid apprenticeship. School-house fair.
78. Fochabers, Milne's, (Endowed), Boys.	20 Aug.	102	124	339	215	1. Excellent. 2. Irish school-books supplied by the Trustees; good maps, globe, theodolite. 3. Good; two apprentices, and one since visit. 4. Good. 5. Simultaneous and individual. 6. There are three masters—one for the ordinary English department, one for the commercial course of education, and the third for the higher English, mathematics, and classics; they are all very efficient. 7. The north of Scotland is indebted to the exertions of his Grace the Duke of Richmond for the possession of this most important seminary; there is a Special Report on it by Mr. Gordon, printed in the Minutes of 1849-50. School-house excellent.
79. Ballie (Parochial), Boys.	21 Aug.	97	66	176	110	1. Fair. 2. Irish books—some wanting; five smaller maps; one large. 3. Very good; one apprentice, and one since visit. 4. Good. 5. Individual chiefly. 6. He is a young man of good capabilities, and is likely to become a superior teacher; he is at present assistant or substitute for the old master. 7. As mentioned in Special Report by Mr. Gordon, Minutes 1849-50, this school was, on the erection of Milne's Free school, removed from the town of Fochabers to Bognmuir.

80. Atras (General Assembly's), Boys.	23 Aug.	21	23	42	25	four miles distant. Good map-drawing; Scripture history excellent; Catechism comparatively inferior. School-house moderate.
81. Lorie Easter (Parochial), Boys.	24 Aug.	17	40	21	15	1. Sufficient. 2. There might be a better supply of books; maps to be got. 3. Fair. 4. Good. 5. Chiefly individual, also simultaneous. 6. He is a man of good ability; he has promised that the school shall be in better condition by next visit; he is certificated. 7. Previously to 1843, this was a school of some distinction in the district, but it was emptied by the secession in that year. It has lately recruited to its present numbers, which may serve in some measure to account for its being rather behind what one might expect from a certificated master. School-house fair.
82. Kilmuir Easter (Parochial), Boys.	"	46	8	56	45	1. Moderate; the school-house is of a very humble description for the parish school. 2. Case of maps. 3. Could not be well seen in the very reduced classes. 4. Very fair. 5. Call for no remark. 6. He appears to be of good ability. Numbers reduced to little more than one-half since the commencement of harvest, which has rapidly become general; the children are chiefly of the class of farm servants. School-house insufficient.
83. Kincardine (Parochial), Boys.	26 Aug.	43	15	50	55	1. Good. 2. A fair supply of books and maps. 3. Good. 4. Good. 5. Simultaneous and individual. 6. A man of capability and success in teaching; he is certificated. 7. This is a school that was emptied by the church secession in 1843, and has, by the comparative superiority of the master, and the great attention of the minister to management of it, recruited to its present numbers, though there is no corresponding abatement in religious sentiment. School-house good.
84. Achnagart (General Assembly's), Boys.	27 Aug.	38	1	50	40	1. Fair. 2. A scanty supply of books; a case of good maps. 3. Moderate; two apprentices. 4. Fair. 5. Individual and simultaneous. 6. Calls for no particular remark. 7. The children speak Gaelic when not in school. Much irregularity in attendance during summer; yet I expected more in this school, from its having two pupil-teachers in the third year. School-house fair.
85. Creich (Parochial), Boys.	28 Aug.	52	53	104	41	1. Sufficient. 2. A good supply of books; five of Arrowsmith's school maps; set of smaller ones. 3. Good; one apprenticed since visit. 4. Good. 5. Individual chiefly. 6. He is intelligent, earnest, and active; dissenters as well as members of the Established Church join in supporting him. 7. This is a superior school of the kind. The floor of the school-house is earthen, and, in wet weather, is damp. I understand the people are not unwilling to subscribe for a wooden one.
86. Dornock (Parochial), Boys.	29 Aug.	40	14	75	56	1. Good. 2. A case of good maps; a fair supply of books. 3. Fair; one apprenticed since visit. 4. Fair. 5. Simultaneous and individual. 6. He has been almost self-taught, and has a great thirst for more knowledge; he is very energetic and successful as a teacher; he is certificated. School-house good.
87. Loth (Parochial), Boys.	30 Aug.	8	4	14	10	1. Excellent. 2. All two children, not supplied. 3. Very fair; one apprenticed since visit. 4. Very fair. 5. Individual preferred. 6. He is a man of superior attainments, and great energy and success as a teacher; he is certificated. 7. The master has not been a year in his present school. I expect it still to improve in his hands. Application had been made for an apprentice some time ago; and I have examined the candidate prospectively, to save delay or a second visit. School-house excellent.
88. Long Hill (General Assembly's), Boys.	3 Sept.	17	23	40	2	1. Good. 2. Large maps of Europe, Scotland, England, and Ireland; others, smaller, drawn by the master; all the children supplied with books. 3. All that the present numbers admit of. 4. Good. 5. Individual; there is hardly a member for the monitorial. 6. He is an intelligent and careful teacher, and is not unlikely to overcome the difficulties mentioned below; he is certificated. 7. This school continues to suffer in a particular manner from church dissent; it is alleged that strong measures are taken to prevent the children from returning to it, as they are doing in some other parish schools that I have visited. Two previous appointments of a master also had been unfortunate. School-house fair.

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., LL.D.—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In ordinary Attendance.	
89. Glenlivet (General Assembly's) Boys' . . .	6 Sept. 1850.	23	69	108	39	1. Sufficient. 2. A fair supply of maps and books. 3. Good. 4. Good. 5. Chiefly individual. 6. He is well thought of in the place; he is appreciated. 7. The school-room is rather small, but could be easily enlarged. The children were temporarily re-assembled from vacation for my visit, which may be allowed for in considering the report. Most of the more advanced pupils remained at school work.
90. Alford (Subscription) Girls' . . .	10 Sept.	5	22	51	29	1. Very good. 2. Good maps. 3. Understood to be good; one apprentice. 4. Apparently good. 5. Chiefly individual. 6. She was appointed during the current year, and appears not to have been fully aware of all her responsibilities on account of the apprentice till she received my notice of visit. There is no board sheet in the school-room. 7. I saw the Rev. Mr. Gillan, correspondent for this school, sometime before my visit. The school was then in vacation; but he thought there would be no difficulty in getting the children together for a day, and he wished me still to take it in my round. The people were all in the fields, however; and the children, who were not able to be with them, were required at home. I have had an extract from a copy of the Presbytery's Report, in supplement of the little that I have thus been able to say. School-house good.
91. Aberdeen, Female Orphans' Asylum (Endowment) . . .	16 Sept.	45	4	6	45	1. Excellent. 2. A good supply of books, maps, and every necessary. 3. Excellent; two apprentices. 4. Excellent. 5. Individual and simultaneous. 6. Agnes Shaw was in charge of the school-room at the time of my visit, and she appeared to have discharged her duty with great judgment and effect. 7. The nature and objects of this admirable institution have been fully described by Mr. Gordon in a Special Annual Report, vol. ii. of Minutes, 1848-50, pp. 504-507. It continues to be conducted in the same manner. 8. The children are trained to habits of great order and regularity in all domestic matters; and they are taught to place due value on the many means of personal comfort and tidiness that are within reach of all, though so often despised by persons in their condition. Among the intellectual branches, the readiness of the younger children in mental arithmetic deserves particular notice.
92. Aberdeen, East Church (Sessional), Girls' . . .	17 Sept.	212	47	168	185	1. Very good. 2. A fair supply of books, maps, prints, and black-boards. 3. 4. Good, and easily maintained. 5. Appointments. 6. Simultaneous and individual. 7. She is most careful and attentive, and conducts the school to the satisfaction of those who take an interest in it. 8. This is an important school, and has been the means of doing much good. It was visited immediately after vacation. School-house good.
93. " " Boys' . . .	"	160	47	123	211	1. Good. 2. Some want of books among the children—to be supplied; library and museum. 3. Good; four apprentices. 4. Good, and easily maintained. 5. Individual chiefly; also simultaneous. 6. Self-educated man, who has some traces of the want of early regular training; certificated; found to be a useful and acceptable teacher in this school; he has much general information, and, I have no doubt, he will continue to improve in literary accuracy. 7. This school is numerous attended by a class of children little above those of the Ragged schools. Visited soon after the harvest vacation. Vigorous working not sufficiently restored. Good work at the black-board by the master and the pupil-teachers. School-house good.
94. Aberdeen, John Knox's (Sessional), Girls' . . .	18 Sept.	150	50	123	203	1. Good. 2. Maps of Scotland, England, and Palestine; several smaller maps, table lessons, and prints. 3. Very fair;

95. Aberdeen, John Knox (Sessional), Boys . . .	120	45	84	107	three apprentices. 4. Very fair. 5. Chiefly simultaneous. 6. She appears to conduct the school satisfactorily; but would require to study, so as to have more confidence in her own ability to teach some of the branches well, especially arithmetic and grammar. 7. Recommended ventilation by the roof, which could be easily effected.	
96. Aberdeen, Shaw's Court, (Subscription), Girls . . .	19 Sept.	59	47	65	1. Good. 2. Table lessons; a fair supply of some of the Irish books. 3. Very good. 4. Very good. 5. Individual and simultaneous. 7. There must be considerable improvement in this school, as it had, at last visit, been found unworthy of simultaneous. The children are, with some exceptions, of a class a little above those of the Ragged schools. School-house good.	
97. Aberdeen, Tenity, (Sessional), Girls . . .	23 Sept.	90	4	50	110	1. Sufficient. 2. Some maps, those chiefly required in such a school, and a fair supply of books. 3. Very good; one apprentice. 4. Very good. 5. Individual and monitorial. 6. She is of good ability, and, with a strong sense of duty, is diligent and successful in the discharge of it. 7. The reading in this school is good. School-house good.
98. Aberdeen, Industrial and Juvenile, (Subscription), Boys . . .	24 Sept.	47	19	21	51	1. Excellent. 2. A set of excellent maps and a good supply of books. 3. Very fair. 4. Very fair. 5. Individual. 6. She seems to be possessed of talent, information and activity as a teacher; she does not yet appear to have acquired great facility or turn for putting questions upon the lessons; but she is a good teacher. 7. The youth and her professional earnestness. I have no doubt she will soon overcome this defect. 7. Miss Johnston came to this school about six weeks ago, and found no classes organized. The former teacher had been in ill health, and had employed a substitute, who was considered to be less qualified, and the school fell off in consequence. Most of the children now present have been brought together by the present teacher. School-house good.
99. Girls . . .	"	"	27	23	45	12. There is a sufficient supply of books and maps. 6. The master is a man whose early education had been interrupted. This appears in his pronunciation and mode of expression; but his mind is vigorous and well stored with useful matter, which he is very successful in communicating to his pupils. He is one of the best teachers of geography that I have seen, and is anxious to improve in other respects. The order is excellent, and seems to be easily maintained, without harshness. School-house excellent.
100. Aberdeen, Greyfriars, (Subscription), Girls . . .	25 Sept.	25	7	12	80	The diffidence of the mistress prevented me from being able to form any opinion of her mode of teaching. She persisted in throwing the examination of the classes entirely in my own hands. Their appearance was satisfactory upon the whole, more especially in religious knowledge. I saw the children upon other occasions than the day appointed for inspection, and they were always most orderly, clean, and tidy in their appearance; and those that were not engaged in reading, were intelligently employed with sewing and knitting. School-house excellent.
101. Boys . . .	"	39	6	52	46	This is a very good and finely situated building, erected with aid from Government. The roof is in want of repair, and water enters in the upper floor so freely, that desks must speedily either be raised or the requisite repairs be made. Two schools are accommodated in it, and some evening meetings.— <i>The Girls' school</i> . The mistress stated that this school had not been visited by a Government Inspector for four years; that there was no resident manager, or any one that paid regular attention to it; that a small salary which she had formerly enjoyed was last year withdrawn; she felt quite discouraged. Of the 75 children present, several came with their older sisters, not so much to learn as to be out of harm's way. A larger proportion than usual did not know the letters. Little besides reading and some spelling was possessed, and the progress in these was not good. This part of the building has good accommodation for 180.
101. Boys . . .	"	39	6	52	46	III. <i>Boys</i> .—This school was upon the whole farther advanced than the other; still, except in the senior class it was behind in reading and spelling, and little progress had been made in any other branch. There were several good maps. I received a letter from a late minister of the parish, as trustee for the school, explanatory of the present condition of it, and stating that he intended soon to make such arrangements as would render the school in all respects what, both from the locality and building, it is capable of becoming.
102. Montreal, Dorward's Academy, (Endowed) . . .	25 Sept.	91	30	140	400	1. Very good. 2. A set of good maps; standard black-board; a fair supply of books. 3. Good; three apprentices. 5. Individual, two by two, and simultaneously. 6. Well informed, and zealous in his vocation, he appeared a little sensitive, but this might arise from particular circumstances. 7. The pupils are drilled in geography in the way of performing voyages and journeys, which are described without looking on the map. It was by mistake entered in the Report of last year that the pupil-teachers in this school were not prepared at the time of the Inspector's visit. School-house good.

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., LL.D.—continued.

NAME of SCHOOL.	Date of Inspection.	No. of Children				GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	In Attendance in ordinary.	
103. Montrose, White Free School, (Endowed)	1850. 27 Sept.	70	44	54	119	1. Good. 2. Fair supply of books; maps small; table lessons require renewal. 3. Good; two apprentices, and one since visit. 4. Good. 5. Individual and simultaneous; passage read first by the master. 6. Energetic and diligent; anxious to improve. 7. Visited soon after the conclusion of the holidays, so that the classes may be considered as set at disadvantage. School-house good.
104. Whitestripe's Assembly	10 Oct.	28	48	90	12	1. Sufficient. 2. Fourteen good maps, supply of books not very good. 3. Very good. 4. Very good. 5. Very good. 6. Energetic and intelligent; promises to be a good teacher; is certificated. 7. This visit was made to the school soon after it re-assembled from vacation; and the appearance made by the classes may, therefore, be considered as under its standard. The children are of a class that are not very steady at school. School-house fair.
105. Peterculter, Aberdeen, (Parochial)	11 Oct.	31	35	91	62	1. Good. 2. A complete set of maps, and a fair supply of books. 3. Good; one apprenticed since visit. 4. Good. 5. Chiefly individual; principles are unfolded with care. 6. He has not much external appearance of personal activity, but is substantially a good teacher. 7. This school was visited immediately after re-assembling from vacation, and consequently several children were new to the school, and the subjects were, for the most part, new to the classes. Latin is well taught. A class in Caesar read and parsed with readiness and accuracy. School-house good.
106. Bel-elvie (Parochial)	14 Oct.	45	54	117	63	1. Very good. 2. The Irish books; a fair supply; a good case of maps; several blackboards, and a pair of globes. 3. Very fair; two apprentices. 4. Easy, but sufficient. 5. Chiefly individual. 6. The master has received a University education; is happy in the adaptation of his questions, but is tempted to use the Scotch dialect and is not easily comprehended by the younger children. Advised to try whether he might not, in a short time, be equally well understood in using simple English words. 7. Mental arithmetic well worked. School-house good.
107. Perth, Head, Academy (Endowed). Mr Henry's School	16 Oct.	210	30	50	220	This building was erected at a cost (including the purchase of the ground) of about 1,850 <i>l.</i> , of which a portion was paid by Government. The academy was designed to comprehend, at least, three departments, an English, a classical, and a mathematical, to be conducted by separate teachers. The English department was to consist of two branches: the first a preparatory school for children under nine years of age, and the second for those above that age; both of them to be under one master, with assistants. The scheme has not been fully realized. There may be said to be at present two distinct and separately complete schools in the building. (First.) One of them, carries out, in so far, the original scheme of the academy. It is divided into two distinct departments, which supplement each other, and are under separate masters. In the one of these are taught English reading, grammar, composition, and history, and also Greek and Latin, with a course of ancient geography. Mr. Engleadow, the master, is a man of ability and superior literary attainments. He has not been long here; and I saw too little of his several classes to be able to form a correct estimate of his success as a teacher. What I heard of the English reading was very good, and the mode of questioning judicious. Some of the boys, in Latin, appear to be rather far advanced in translation, for their degree of accuracy and readiness in parsing. In the other department are taught writing, arithmetic, modern geography, and mathematics. Mr. Daniel, the master, appears to be an intelligent, active, and successful teacher. What I saw of the arithmetic and geography was very satisfactory, both as regards the method of the master and the readiness of the scholars. (Second.) The other, though called the elementary
108. Mr. Daniel's	"	170	40	60	180	
109. Mr. Engleadow's	"	45	30	10	50	

department of the academy, is properly a separate school for the children of the poorer classes, who receive here all the branches of education which they usually attend. The fees are small, and 62 poor children, on an average, are taught gratuitously. There were present at the time of my visit 210. The monitorial system prevails, and appears to be well worked. Mr. Henry, the master, is earnest and laborious. The whole building appears to be in good preservation, and well attended to; and there is a sufficient supply of desks, seating, and black-boards, &c., in good condition.

This school was newly re-assembled from harvest vacation at the time of my visit (the master having attended the general examination at Aberdeen), and vigorous work was not restored. The classes were just entering upon new subjects. I would, therefore, rather delay forming any opinion upon the merits of the teacher or the condition of the school till another opportunity. Being in the immediate vicinity, I was asked to examine some candidates for apprenticeship, for whom the managers were to apply; but they had not been fully aware of the nature of the examination, and were not prepared upon some of the subjects. The examination was, therefore, postponed. The school is well placed for a portion of the population requiring inducement, as well as the means to obtain elementary education. The school-house and furniture are new and excellent.

1. Very good. 2. A good supply of maps, a globe, and black-boards. 3. Very good; three apprentices. 4. Very good. 5. Chiefly individual; value of numbers inculcated by referring to objects mentally. 6. The master is a man of superior attainments and of great activity of mind. 7. History admirably taught from Varty's illustrations. A Greek class of three, translated and parsed very readily in the second book of the Anabasis; and Latin exercises of three promissed Crombie's Gymnasium, and rendered a paragraph of it into fair idiomatic Latin. School-house excellent.

1. Sufficient. 2. Five good maps; a very fair supply of books. 3. Appears to be as good as the present condition of the school admits of. 4. Good. 5. Chiefly individual; nothing peculiar. 6. Intelligent and anxious; he promises to be a superior teacher. 7. The present master has been little more than a year in this school, and I understand it was in a very poor condition when he entered. He has but recently introduced some of the principles. School-house moderate.

1. Excellent. 2. Good maps, prints, and a moderate supply of books. 3. Good. 4. Good. 5. Chiefly individual. 6. He appears to be intelligent and efficient. 7. This school was visited immediately after re-assembling from vacation. School-house excellent.

1. Good. 2. Good maps; a fair supply of McCulloch's and other books. 3. Good. 4. Good. 5. Chiefly individual; well calculated to keep up attention. 6. He makes occasionally a grammatical slip in putting questions; he is certified. 7. This school has been recently enlarged.

1. Very good. 2. A fair supply of maps and books, partly at the expense of the master. 3. Very good; two apprentices. 4. Very fair. The hearing of a class somewhat disturbed by calling the rest to order; this may not be the case with the whole school is occupied as usual in ordinary days. 5. Very good. 6. Energetic and earnest, and adding to his attainments. School-house excellent.

1. Old and much worn. 2. A case of maps, requiring to be renewed; a pair of 12-inch globes. 3. Good. 4. Good. 5. Chiefly individual. 6. Appears to be efficient; he is certificated. 7. The school-house is very insufficient. The classes were examined immediately after re-assembling from vacation.

1. Sufficient. 2. A set of maps; black-boards; a moderate supply of books. 3. Good; five apprentices. 4. Not particularly strict. 5. The simultaneous is much used. 6. Active, energetic, and well informed. 7. Junior classes taught the first principles of arithmetic mentally in preparation for the slate. Historical and statistical facts well imparted in the teaching of geography. School-house good.

1. Good. 2. Maps of Europe, Palestine, and Scotland; small hemispheres; a fair supply of books, table lessons, and prints. 3. As good as can be expected in a small number of pupils, of whom some are always absent at home work. 4. Good. 5. Chiefly individual. 6. She is very unostentatious, but appears to give general satisfaction in the place she is certificated. 7. Scripture history well brought out in the geography of Palestine. The maintenance of this school is of importance to the village. School-house good.

6. Burnhaven (Subscription). . . .

1. Strichen (Parochial)

12. Protston Hill (Subscription). . . .

3. Forgie-side (Subscription). . . .

4. Dunnichen (Parochial). . . .

5. Inverbrothock (Sessional). . . .

6. Inchture (Parochial). . . .

7. Girvan (Parochial)

8. Dailly (Subscription). . . .

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., LL.D.—*continued*.

NAME OF SCHOOL.	Date of Inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	
119. Bellantrée (Parish School).	1 Nov. 1851.	70	6	15	80
120. Glenapp (Endowed).	2 Nov.	28	16	10	40
121. Stranraer Academy.	4 Nov.	97	10	40	30
122. Mr. Stewart's.	"	78	20	250	150
123. Mr. McNeill's.	"	64	6	100	75
<p>1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.</p>					
<p>1. Very poor. 2. A set of maps; a moderate supply of books as ordered by the parents. 3. Appears to be as good as can be worked out with the accommodation; one apprentice, and none since visit. 4. Very fair. 5. The ordinary, well worked; the simultaneous press is. 6. 12 manifests much mental activity and energy in teaching. 7. School-house very insufficient. The floor is broken; the door all holes; desks decayed; the glass of a roof window replaced with boards. It is too small, whether in respect to the number that might be expected to attend it as the parish school, or that, in point of fact, do now attend.</p>					
<p>1. Very good. 2. A good set of maps, prints, and astronomical diagrams; a very fair supply of books. 3. Very good. 4. Very good. 5. Individual. 6. Intelligent and successful teacher; he makes occasional slips in grammar in giving himself, certainly not from any want of knowledge of the subject now, but apparently from habits acquired before he was under good training; he is certificated. 7. Good recitations, which seem to contribute much to the removal of provincialisms in the reading of the school generally. The analysis of a sentence, judiciously pursued, as introductory to composition. School-house excellent.</p>					
<p>1. The school-house is a large and handsome building, erected with aid from Government, at present but partially occupied (though now more than so, at time ago), and requiring some immediate repairs to prevent it from going rapidly to decay. The windows had been broken on some occasion, as I understand, of popular displeasure; they have not been fully repaired, and some of them are replaced by boards; the rain enters by the openings which, as thus left, and also between the frame-work of the windows and the sills; water appears to enter also by some parts of the roof; it comes down the walls, coming through the plaster. The entrance to the front area is from the Ruthe road. There are stairs for seating, and the floors appear to have been attached to them. The back houses have not been fitted up with any kind of painting. There are at present three distinct schools in this building. (First.) The grammar school, taught by Mr. Howat (Second.) The penny-a-week school, lately instituted, taught by Mr. Alexander Stewart and an assistant. (Third.) The afternoon school, taught by Mr. William McNeill. Not being prepared for three distinct schools here, and having arranged to give of the classes in each. (First.) In the grammar school are taught Latin—six days in Caesar, and five in a more elementary judicious teacher; he has not been here much passing a year, and something may be expected from his intentions by the time of my next visit. (Second.) In the penny-a-week school, reading, writing, and arithmetic, with a little geography. Mr. Stewart stated, in explanation of the appearance made by the scholars generally, that this school had been set-ting only within the last two months. His methods seemed to be good, and he is very active. I thought him at two or three of them acquitted themselves very well in Scripture knowledge, and in arithmetic. (Third.) Mr. McNeill had taught under the direction of some time ago they discontinued his salary as one of their masters, and have allowed him to teach all branches on his own account, within the premises. His methods appear also to be good, and some of his classes made a very satisfactory appearance. I understand that this school has increased since the change above mentioned.</p>					

124. Larbrax (Subscription)	5 Nov.	18	61	I had proposed to inspect the academy at Stranraer in the forenoon of this day and Larbrax in the afternoon; but finding more to do at the former than I anticipated, and the postboy not leaving before the most direct road to the latter, it was about a quarter past two o'clock P.M. when I reached it. I found the school already dismissed, though it is not till half-past three that it is dismissed on ordinary occasions. The master stated in explanation, that as I did not arrive at mid-day when he had expected me, he had sent away the children, thinking that it was not to come on account of the rain (there had been a shower or two). He added that the school had not been re-assembled beyond a few minutes, and he had no particular lessons prepared for me. Eighteen, he said, had been present, of whom eight were new entrants. School-house good.	
125. Ench. Portpatrick (General Assembly)		44	10	52	1. Sufficient. 2. Sheet maps of England, Scotland, and Ireland; the two hemispheres; table book, and books supplied by the General Assembly's Committee. 3. This school was visited almost immediately on re-assembling, and active work was not resumed in any branch. The reading was far from good. The children that are able for any kind of outdoor work are usually absent for one-half of the year. The master has more knowledge of ability than is required for the situation, but seems to want some incentive to more energetic exertion. The floor of the school-house is clay; the ceiling requires some repair; and there is rather little accommodation in the master's dwelling-house.
126. Broomfield Female School of Industry (Subscription)	22 Nov.	70	20	70	1. Good. 2. Good. 3. Good. 4. Good. 5. Chiefly individual. 6. Miss Cowan's school is well conducted. 7. A committee of a ladies' society supply this school with work in making clothes, which are sold to poor people at half-price. School-house good.
127. Ratho, Female School, (Subscription)	6 Dec.	46	10	6	1. Excellent. 2. Six of the maps (Arrowsmith's) chiefly required. 3. Good. 4. One apprentice. 5. Very good. 6. Multitudinal and simultaneous. 7. Intelligent, and teaches with great skill, with much ease and fluency in putting questions. 8. Mental arithmetic in all the higher classes, and very good. 9. Arithmetic explained on the board. School-house good.
128. Raderni (Subscription)	8 Apr.	67		67	Ordinary attendance 67; 5 in grammar, 14 in geography. Teacher attentive and interested in his work, compensating by diligence for limited experience. Much pains bestowed on the Bible lesson; geography and arithmetic very fair; pronunciation might be improved.
129. Dunbar Grammar School	13 May				On the 13th of May 1850 I visited the Grammar school and the Mathematical school of Dunbar, by invitation of the Magistrates to examine and report to the Town Council. In the Grammar school the number on the roll was 38, most of whom were present; a large proportion of this number were in arithmetic, geography, and grammar; the parsing was very good. Altogether the master is well informed and intelligent; possessing clear views of his subjects, he can also communicate them clearly; a little more appearance of animation would be an improvement.
130. Dunbar Mathematical School					The Mathematical school used, I understand, to be well attended, but not for some time back. There was a large quantity of philosophical apparatus and instruments, chemical, electrical, and astronomical. There was a large assortment of manuscripts, containing solutions of the most difficult problems in geometry, trigonometry, algebra, astronomy, and navigation. Five pupils were now present; three of them, the master said, had just entered, and could not, therefore, be counted on anything; the other two had not yet commenced geometry or algebra, but had gone through more than one-third of the common books of arithmetic; but they failed successively in compound proportion, in simple proportion, and in compound division. They then read a passage and parsed a few words, but without much readiness or accuracy. It is unnecessary for me to say that I consider the school in its present condition, as wholly lost to the public, and that a change should, possible, be effected. I understood the master also, to be not unwilling to enter into terms with a view to one.
131. Dunfermline McLean's Infants' (Endowed) School	30 July				This Infants' school is well managed. The children are trained to orderly and cleanly habits; they seem to be very happy. The heads of instruction, and the way in which it is imparted, are judiciously chosen. Almost every exercise is followed by an appropriate short song.

Tabulated Reports, in detail, on Schools inspected by E. Woodford, Esq., LL.D.—continued.

NAME of SCHOOL.	Date of inspection.	No. of Children			GENERAL OBSERVATIONS.
		Present at Examination.	Have left within last 12 Months.	Admitted within last 12 Months.	
132. Canongate Society's (Sessional) Boys' School.	1850. 1 Aug.	•	•	•	<p>1. Desks and Furniture. 2. Books and Apparatus. 3. Organization. 4. Instruction and Discipline. 5. Methods. 6. Master and Mistress. 7. Special.</p> <p>Inspected this school on the 15th of August. The master is certificated, but cannot enjoy the benefit of the Government augmentation, as his salary is all derived from endowment; he is diligent and successful in the discharge of his duty. The children are of a very poor class, and the school is of very great consequence to the locality. Attended the public examination of this school by invitation of the managers. The classes went through their work with great alacrity. Much general knowledge communicated with the lesson in reading; rotation very articulate; arithmetic, grammar, geography, and history all good. The master is a very vigorous teacher.</p> <p>Visited this school on the 20th of August. Senior classes, rather above what are generally called infant Organization good. Monitors are first exercised on a lesson as a class; they then dip into their stations, and the room is immediately formed into sections under them, with the greatest regularity and order. Reading and spelling good for their stage. There is another room senior to this, which is properly the Infant school. It was put particularly examined; but all seemed orderly as in the other.</p> <p>Visited this school on the 4th of October. It is very well conducted; mistress diligent and earnest; gives a Bible lesson very judiciously. Parsing and meaning of words good.</p> <p>Visited this school on the 23rd of September. On the roll, 130; present, 102. In writing, 56; arithmetic, 45; geography and grammar, 36. Boys of the poorer classes; a little rough, but amiable, and seemingly willing to learn. Some of the classes made a very good appearance. It is not very long since the master commenced teaching as a profession; but his diligence may compensate for his want of early experience.</p> <p>Ordinary attendance from 140 to 150. Mistress earnest, judicious, and successful. Discipline and organization good. Senior class read with ease and intelligence; parsing and syntax good. One girl answered satisfactorily as a member of the class.</p> <p>Questions regarding the reading and subordinate clauses in a sentence. The boys appeared to be very orderly and happy. They sing well. When examined in reading, though some of them made a very fair and smart appearance, there was room for the explanation which was afforded me, that owing to particular circumstances, and some difficulty in adapting the hours for reading to the time that a teacher, who was otherwise engaged, could give them, this part of their training had not for some time been so efficient as under another arrangement it now is to be. The industrial department will be considered in the General Report on Industrial Schools.</p> <p>Visited on 27th September to ascertain fulfilment of conditions of augmentation. The proceedings with the inspection of the classes in mathematics, when it appeared that the managers had not neglected the preliminary steps necessary to entitle the master to the benefit of the grant; and the further examination was postponed till they should have communicated with the Committee of Council.</p> <p>Met at 20 minutes past the hour. 110 present. Discipline and organization not good. A scanty supply of books. Reading and spelling inferior; no exercise on the meanings; no parsing; no arithmetic; apparently no regular writing; no geography; and no maps.</p> <p>This school is in much better condition upon the whole. Some mental activity. Some good parsing, and geography and arithmetic. The supply of books insufficient. 3. Maps very inferior.</p>
133. Canongate Sessional School.	"	•	•	•	
134. Fochabers Female Infant School (Undowed).	20 Aug.	•	•	•	
135. Huntley Female School (Subscription).	4 Oct.	•	•	•	
136. Trinity Industrial (Sessional) Boys' School.	23 Sept.	132	•	130	
137. Old Machar, Bell's (Endowed) School.	12 Oct.	140	•	•	
138. Aberdeen Original Industrial School.	24 Sept.	•	•	•	
139. Montrose Burgh School (Endowed) (Sessional) Girls' School.	27 Sept.	•	•	•	
140. Aberdeen, North (Sessional) Girls' School.	22 Oct.	110	•	•	
141. " Boys' School.	"	5	•	•	

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